

KIPS

ENTRY TESTS
SERIES

ENGLISH

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- ▶ Quick Review of the Syllabus
- ▶ Highlighted Points
- ▶ Hundreds of Practice Questions
- ▶ Sample Paper for Entry Test
- ▶ Topic-Wise Exercise with Answer Keys

KIPS
UHS SPECIFIC
Edition



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MCAT PAPER

Total MCQs: 220

Max. Marks: 1100

ENTRANCE TEST-2015

For F.Sc. and Non-F.Sc. Students

Time Allowed: 150 Minutes

ENGLISH

Directions:-

Choose the right option to complete the following sentences.

- Q. 133 In spite of all the torture, the police has failed to _____ any confession from the thief.
 A) Convince B) elicit C) refuse D) agree
- Q. 134 It is the duty of a teacher to _____ moral values in his students besides teaching.
 A) Tell B) Record C) inculcate D) suggest
- Q. 135 Many of the houses in Murree have basic _____.
 A) Amenities B) Accuracy C) affinity D) array
- Q. 136 Youngsters who indulge in love affairs are usually _____ in worldly matters.
 A) Adjoined B) Addled C) adjured D) adhesive

SPOT THE ERROR

In the first type of sentences, some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected.

- Q. 137 He picked up one or two magazines and after a hurried glance on the contents carefully replaced them.
 A) B) C) D)
- Q. 138 His guests found it fun to watch him to make tea – mixing careful spoonful from different caddies.
 A) B) C) D)
- Q. 139 You have put your life in his hands many a times.
 A) B) C) D)
- Q. 140 Chips, thinking it over a good many time, always added to himself that Kathie would have approved and also have been amused.
 A) B) C) D)
- Q. 141 But the men ate their supper in good appetites.
 A) B) C) D)
- Q. 142 A common cause of failure is a mistaken ambition of the boys on the part of his parents.
 A) B) C) D)

Directions:

In each question in the following, four alternative sentences are given. Choose the CORRECT one and fill the circle corresponding to that letter in the answer sheet. x

Q. 143

- A) Tourism is burgeoned over the last fifteen years.
 B) Tourism will burgeoned over the last fifteen years.
 C) Tourism have burgeoned over the last fifteen years.
 D) Tourism has burgeoned over the last fifteen years.

Q. 144

- A) His remains were interred in the new cemetery.
- B) His remains were entered in the new cemetery.
- C) His remains was interred in the new cemetery.
- D) His remains was entered in the new cemetery.

Q. 145

- A) They had died in the same day.
- B) They had died over the same day.
- C) They had died on the same day.
- D) They had died of the same day.

Q. 146

- A) She had just turned on the supper steaks when the telephone rang.
- B) She had just turned over the supper steaks when the telephone rang.
- C) She had just turned into the supper steaks when the telephone rang.
- D) She had just turned in the supper steaks when the telephone rang.

Q. 147

- A) Empty of concord is the soul of wit.
- B) Empty of concord is the role of wit.
- C) Empty of concord is the sole of wit.
- D) Empty of concord is the houl of wit.

Q. 148

- A) The cheery trees stand about the woodland ride.
- B) The cheery trees stand in the woodland ride.
- C) The cheery trees stand on the woodland ride.
- D) The cheery trees stand from the woodland ride.

Q. 149

- A) He made me to write the sum on the slip and to sign my name in a book.
- B) He made me write the sum on/at the slip and to sign my name in a book.
- C) He made me write the sum on the slip and sign my name in a book.
- D) He made me write the sum in a slip and to sign my name in a book.

Q. 150

- A) I am looking forward to secure excellent marks in MCAT.
- B) I am looking forward to securing excellent marks in MCAT.
- C) I am looking forward securing excellent marks in MCAT.
- D) I am looking forward secure excellent marks in MCAT.

Q. 151

- A) The study of the population growth indicates one of the greatest paradox of our time.
- B) The study of the population growth indicate one of the greatest paradox of our time.
- C) The study of the population growth indicates one of the greatest paradoxes of our time.
- D) The study of the population growth indicates one of the greatest paradox in our time.

Q. 152

- A) In North Africa, he barely escaped assassination at the hand of the governor of the province.
- B) In North Africa, he barely escaped from assassination at the hands of the governor of the province.
- C) In North Africa, he barely escaped from assassination at the hand of the governor of the province.
- D) In North Africa, he barely escaped assassination at the hands of the governor of the province.

MCAT PAPER

In each of following question, four alternative meanings of a word are given. You have to select the nearest correct meaning of the given word and fill the appropriate Bubble / Circle on the MCQ Response Form.

Q. 153 EMPATHY:

- A) Understanding B) Animosity C) friendship D) sympathy

Q. 154 FELICITY:

- A) Boredom B) Business C) happiness D) relaxation

Q. 155 UNCANNY:

- A) Exact B) Opposite C) good D) strange

Q. 156 VIRULENT:

- A) Progressive B) Harmful C) healthy D) positive

Q. 157 RAPT:

- A) Trumpet B) Bewitched C) rapid D) rash

Q. 158 PEDAGOGY:

- A) The study of paediatrics B) The study of teaching methods
C) The study of cultural heritage D) The study of pectoral muscle

Q. 159 INDICTMENT:

- A) Humiliation B) Offended C) accusation D) invisible

Q. 160 MITIGATION:

- A) Alleviation B) Classification C) formidable D) poisonous

Q. 161 CONCERTED:

- A) Strenuous B) Furious C) curious D) precious

Q. 162 ARCANE:

- A) Mysterious B) Furious C) arid D) clear

AGREEMENT MISTAKES

In English Language, there are certain agreements of words, and if these agreements are not followed, they lead to committing mistakes. For example, if the subject of a sentence is He, She, It or some singular noun, the verb and helping verb should also be used in agreement with the subject. This means that we add "s" or "es" to the first form of verb in simple sentences.

Following is the description of some most important and frequent agreements.

1.1 AGREEMENT BETWEEN SUBJECT AND VERB / HELPING VERB.

If a sentence has a singular subject, it is followed by a singular verb, and if it has a plural subject, it is followed by a plural verb; that is, the verb agrees with the subject.

Singular Subjects: He, She, It, Singular Noun (boy)

Singular Verb: Addition of "s" or "es" to the first form of verb.

Singular Helping Verbs: is, does, was, has.

Plural Subjects: They, We, You, Plural Noun (boys)

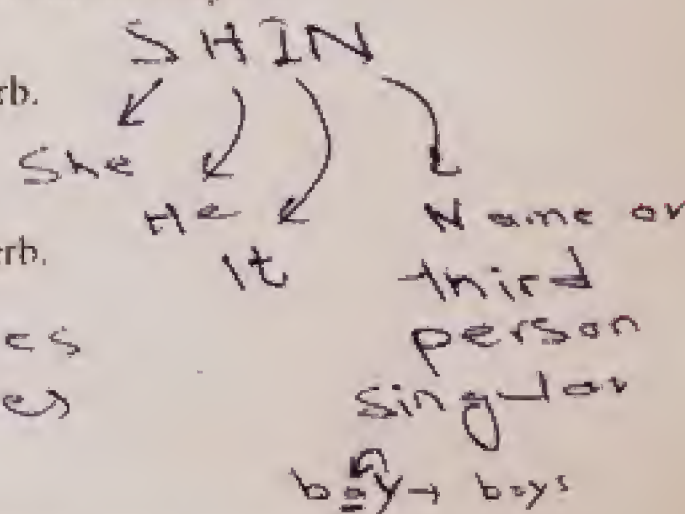
Plural Verb: No addition of "s" or "es" to the first form of verb.

Plural Helping Verbs: Were, do, are, have.

Examples:

(i) She live / lives in China.

(ii) Many people lives / live in Asia.



1.2 AGREEMENT BETWEEN SUBJECT WORD - I AND VERB / HELPING VERB

If there are two subject words in the same sentence, one singular and the other plural, use verb or helping verb according to the first subject if these words are joined by any one of the following words.

With, along with, together with, as well as, besides, except, of, not, but, including, excluding, in addition to.

For Example:

The teacher as well as the students are/is using the mobile phones.

Note:

Subject Word - I may not necessarily be always singular; it may be plural.

The students as well as the teacher is/are using the mobile phones.

More Examples:

(i) The boy *with* his parents was / were called.

(ii) The players *along with* their luggage has / have arrived.

(iii) The army *together with* the politicians are / is serving.

(iv) The people *as well as* the government are / is feeling unrest.

(v) Extra benefits *besides* salary make / makes government job attractive.

(vi) One *of* the boys get / gets first position in the exams.

(vii) All *except* the slave were / was calm.

sex

tax

FANBOYS

1.3 AGREEMENT BETWEEN SUBJECT WORD - 2 AND VERB / HELPING VERB

We use verb and helping verb according to the second subject word if two subject words are joined by any one of the following words: "nor, or, but also" Consider the following examples:

Examples:

Neither *the teacher* nor *the students* ~~stops~~ / **stop** using the mobile phones.

Not only *the teacher* but also *the students* ~~stop~~ / **stops** using the mobile phones.

Either *the students* or *the teacher* ~~stop~~ / **stops** using the mobile phones.

Note:

The subject word-2 may be singular, or plural; you are advised to use verb and helping verb accordingly.

1.4 TWO SUBJECT WORDS JOINED BY "AND"

Two or more singular nouns or pronouns joined by "and" require a plural verb when they represent two different persons or things.

For Example:

(i) Fire and water ~~does~~ / **do** not agree.

(ii) He and I ~~were~~ / **was** very good players.

(iii) Gold and silver ~~is~~ / **are** precious metals.

(iv) ~~Is~~ / **Are** your father and mother at home?

(v) In him ~~were~~ / **was** centred their love and their ambition.

(vi) Knowledge and wisdom **have** / ~~has~~ often no connection.

But if the nouns suggest one idea to the mind, or refer to the same person or thing, the verb is singular.

For Example:

(i) Slow and steady ~~win~~ / **wins** the race.

(ii) Time and tide ~~wait~~ / **waits** for no man.

(iii) The horse and carriage **is** / ~~are~~ at the door.

(iv) Now a days, my bread and butter **are** / ~~is~~ gardening.

(v) Honour and glory ~~was~~ / **were** his reward.

(vi) My friend and benefactor **have** / ~~has~~ come.

(vii) The novelist and poet **is** / ~~are~~ dead.

(viii) The rise and fall of the tide **are** / ~~is~~ due to lunar influence.

1.5 VERB / HELPING VERB AFTER "WHO, WHICH AND THAT"

The words like who - which - that may be followed by singular Verb and Helping Verb or plural Verb and Helping Verb.

The Verb or Helping Verb after who - which - that are used according to the word written immediately before these words. The word before who - which - that may be singular or plural. So, use the Verb or H.V accordingly.

Examples:

- (i) He is one of the boys who always ~~wins~~ / **win**. → one of the best players
- (ii) You will hear about another woman who has / ~~have~~ died.
- (iii) This is one of the books which ~~was~~ / **were** my favourite.
- (iv) The excuse that he gave for his actions ~~were~~ / **was** unjustifiable.

EXCEPTION: The only is always singular.

He is the only one of the boys who always **wins** / ~~win~~.

1.6 SUBJECTS WITH CONFUSING "S" AND VERB / HELPING VERB

Some words end at "s" and because of their ending "s" These words appear to be plural but, as a matter of fact, these words are singular and should be followed by singular verb and helping verb.

Following is the list of such words:

- List - 1:** wages, news, tidings, series, innings, means, summons, gallows.
List - 2: name of subjects: mathematics, statistics, ethics, politics, civics etc. *the US*
List - 3: name of diseases: measles, mumps, rabies, aids, rickets, shingles etc
List - 4: plural names of countries: the United States, the Maldives etc.
List - 5: names of some games: billiards, gymnastics, athletics, dominoes etc.
List - 6: Names of books: The Gulliver's Travels, the Arabian Nights etc.

Note: Certain words always take plural verb and helping verb.

Poultry, cattle, police, vermin, gentry, clergy etc.

Examples:

- (i) Wages of sin ~~are~~ / is hell.
 (ii) Test series is / ~~are~~ going to be played.
 (iii) The second innings was / ~~were~~ delayed.
 (iv) Gymnastics ~~look~~ / looks difficult, and it is.
 (v) The news ~~are~~ / is not very good.

Note:

Some academic disciplines such as politics, statistics, economics, mathematics, phonetics take singular verb however as a general use they take plural verb.

	ACADEMIC DISCIPLINES	GENERAL USE
1	politics is popular at this university.	her politics are broadening (= political belief)
2	<u>statistics</u> was always my worst subject.	<u>statistics</u> are able to prove any thing. (= numerical information)
3	<u>economics</u> was always my favorite subject.	the <u>economics</u> behind their policies are reasonable. (=financial system)

1.7 FRACTIONS, PORTIONS, AND PERCENTAGES - VERB / HELPING VERB

When an "of phrase" follows a percentage, distance, fraction, or amount such as a lot of, majority of, rest of, two-thirds of, % of, the verb agrees with the noun written after the preposition "of".

- (i) Half of the tables is / ~~are~~ occupied.
 (ii) Three quarters of a potato is / ~~are~~ water.
 (iii) Two thirds of the field were / ~~was~~ under water.
 (iv) 21% of the population are / ~~is~~ poor.
 (v) 21% of the books are / ~~is~~ paperback.

1.8 QUANTITY OR AMOUNT AND VERB / HELPING VERB

When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular; as,

- (i) Ten kilometers was / ~~were~~ a long walk.
 (ii) Fifty thousand rupees is / ~~are~~ a large sum.

EXCEPTIONS:

A number of takes plural verb or helping verb.

A number of the students ~~is~~ are trying to get admission to medical colleges.

The number of takes singular verb or helping verb.

The number of the farmers are / is decreasing.

Plural indefinite pronoun subjects take plural verbs.

PLURAL: *several, few, both, many*

Both ~~do~~ / ~~does~~ a good deal of work around the office.

S (Some)

A (Any)

N (None)

A (All)

M (Most)

Some indefinite pronouns may be either singular or plural:

- with uncountable, use singular;

- with countable, use plural.

EITHER SINGULAR OR PLURAL: *some, any, none, all, most*

Some of the sugar is on the floor.

(Sugar is uncountable; therefore, the sentence has a singular verb.)

Some of the marbles are on the floor.

(Marbles are countable; therefore, the sentence has a plural verb.)

Do any of you know where my keys are?

Does anybody know where my keys are?

Everyone has a car.

1.9 ADJECTIVES WITH ARTICLE "THE" AND VERB / HELPING VERB

We can use "the" before some adjectives of nationality and before some other to make generalizations. Adjectives preceded by "the" are used as plural nouns and take a plural verb:

Examples:

(i) The rich ~~gets~~ / get richer.

(ii) The poor ~~are~~ / ~~is~~ getting poorer.

(iii) The dead ~~is~~ / ~~are~~ not forgotten.

(iv) The poor ~~faces~~ / face many hardships.

(v) The French ~~love~~ / ~~loves~~ eating in restaurants.

The blind

The rich = the rich people
Adjective = noun

1.10 AGREEMENT BETWEEN NOUN AND ITS PRONOUN.

Pronouns are the words that are used instead of nouns. There are three kinds of pronouns:

I - we are called First Person Pronoun, You second and They - He - She - It are called third person

pronouns. According to the rule, we use third person pronouns They - He - She - It for all kinds of nouns i.e. singular, plural, masculine or feminine.

	NOUN		PRONOUN
(i)	Ali	is a teacher.	He
(ii)	Periza	is a girl.	She
(iii)	The baby	is crying.	It
(iv)	The students	are here.	They
			are here for English.

NOTES:

- (i) The male singular noun (Ali) is replaced by "he"
- (ii) The female singular noun (Periza) is replaced by "she"
- (iii) The common Gender singular noun (Baby) is replaced by "it"
- (iv) The common Gender plural noun (Students) is replaced by "they"

Example:

The mothers should realize that you are responsible citizens.

The mothers should realize that they are responsible citizens.

1st person
3rd person
mother
they

1.11 AGREEMENT BETWEEN NOUN AND ITS POSSESSIVE ADJECTIVE

To show the possession of all the singular and plural, male or female nouns, we use the third person possessive adjectives. my - our are the first person, Your the second person and their, his, her, its are the third person possessive adjectives.

Examples:

- (i) A boy should mind his own business.
- (ii) A girl should mind her own business.
- (iii) The baby should mind its own business.
- (iv) The students should mind their own business.
- (v) Every boy and every girl brought his / her lunch.

To show the possession of indefinite pronouns we use third person possessive adjective (his) and the pronoun used will be "He".

Following is the list of Indefinite pronouns:

Each, Either, Neither, None, Anyone, Somebody etc.

- (i) Everyone should mind his / their own business.
- (ii) One should mind one's / his own business.
- (iii) Each of them brought his / their lunch.
- (iv) None of them paid his / their dues.
- (v) Either of the two boys will get his / their share.
- (vi) Neither of the girls will get her / their share.

has -> singular
between / among

Look at the agreement between personal pronouns and their possessive adjectives.

- (i) I should do my work.
- (ii) We should do our work.
- (iii) You should do your work.
- (iv) She should do her work.
- (v) They should do their work.
- (vi) He should do his work.
- (vii) It should do its work.

1.12 AGREEMENT BETWEEN NOUN AND ITS RELATIVE PRONOUN

Who - Which - That are known as relative pronouns. These words have the same meanings but their usage is different. Consider the following examples.

• Who

As a general rule, who is used for persons, and sometimes pet animals. It is the same for singular or plural, Masculine or Feminine.

Examples:

AGREEMENT MISTAKES

- (i) The man who is honest is trusted. (1)
- (ii) That's the dog who doesn't like me. (2)
- Which: As a general rule, which may also be used for things and animals.

Examples:

- (i) The horse which I bought was an Arab.
- (ii) This is the book which may help you.

That for all

The woman that I saw yesterday was Maria.

• Special use of that

- (i) That is preceded by indefinite pronouns

Any, all, every, few, little, etc.

I bought all that were present.

All that glitters is not gold.

- (ii) With superlative degree

It was the best game of tennis that I've ever seen.

Note - 1: However, which and that may be used interchangeably.

Note - 2: To ask question, we may use 'which' for all kinds of nouns.

Examples:

Which boy?

Which horse?

Which book?

Note - 3: To show possession, we may use whose for all nouns.

Examples:

The boy whose father came...

The horse whose leg was broken...

The book whose page was torn...

The boy whom I saw
at the party was
handsome.

1.13 AGREEMENT BETWEEN NOUN AND ITS QUANTIFIER

Quantifiers are the words that represent the quantity or number of the nouns. Some nouns are numbered (like people), whereas some nouns are measured (like sugar). According to the rule, there should be an agreement between noun and its quantifier.

- (i) A large amount / number of people were there. } do work

- (ii) One should not eat much / many sugar.

	<u>Numerable</u>	<u>Measureable</u>	<u>Common</u>
(i)	Number	Amount	A lot of
(ii)	Many	Much	All
(iii)	Few	Little	Some

1.14 AGREEMENT BETWEEN HELPING VERB AND FORM OF VERB.

Following is the description of helping verb and the forms of verb:

• The Present Form of Verb: (1st form + s / es)

With the following words, we use the 1st form of verb (s / es): He works.
do, does, did, shall, will, can, could, would, should, may might, must, used to, ought to, is to, am to, are to, was to, were to, has to, have to, had to, shall have to, will have to, often, always, usually, daily, when, before.

• The Past Form of Verb: (the 2nd form of verb or did + 1st form)
Following are the markers for the use of the past simple tense:
Ago, last, yesterday, when, before, just.

He killed him yesterday.

- The Past Participle: (the 3rd form of verb)

Following are the markers for the use of the 3rd form of verb:

Has, have, had, almost, already, just, passive voice.

- The Present Participle: (the ing form of verb)

Following are the markers for the use of the ing form of verb:

Is, am, are, was, were, shall be, will be, since, for, now, at present.

(i) It rains / is raining now.

(ii) His father ~~had died~~ / died three years ago.

(iii) The patient had died ~~when~~ the doctor came / ~~had come~~.

1.15 PHRASE OR CLAUSE AS A SUBJECT AND VERB / HELPING VERB

Note Phrase or clause used as a subject takes singular verb or helping verb.

(i) Opening my presents was / ~~were~~ exciting.

(ii) Through the trees ~~are~~ / is the quickest way.

(iii) That he makes lame excuses ~~annoy~~ / annoys me.

(iv) To become an opera singer takes / ~~take~~ years of training.

(v) A phrase or clause as a subject ~~take~~ / takes a singular verb.

1.16 INVERSION (VERB BEFORE THE SUBJECT)

Inversion means putting the verb before the subject. It is a literary technique in which the normal order of words is reversed, generally for emphasis or special effect. It makes a sentence sound striking or unusual. It also sounds quite formal. In a sentence with no special effect or emphasis, the normal order of words is retained.

Example 1 : I have never seen such a beautiful rose.

Example 2 : Never have I seen such a beautiful rose.

In example 2 inversion is used to emphasize the fact that in your whole lifetime you have not seen such a beautiful rose.

Here are some guidelines and examples to help you

In normal everyday English, inversion is used:

- To make questions : Does he? Can you?
- After 'so' 'neither', 'nor' : So do I, neither do I, nor do I.

In written English, as well as in a very formal style, inversion can be used in the following cases:

- After negative adverbial expressions :

(i) Under no circumstances ~~can~~ we accept credit cards.

(ii) In no way ~~can~~ he be held responsible.

(iii) At no time ~~did~~ she say she would come.

(iv) Not until I heard my name ~~did~~ I believe I had won the race.

- After adverbial expressions of place :

(i) Round the corner ~~came~~ the postman.

*Neither do I
have a car.*

He runs very

(ii) On the doorstep *was a bunch of flowers*.

▪ After 'seldom', 'rarely', 'never', and 'little' :

(i) *Seldom have I seen* such a beautiful view.

(ii) *Rarely did he pay* anyone a compliment.

(iii) *Never had I felt* so happy.

(iv) *Little did he imagine* how dangerous it would be.

▪ After 'hardly', 'scarcely', 'no sooner', when one thing happens after another.

(i) *Hardly had I begun* to speak when I was interrupted.

(ii) *Scarcely had we started* our meal when the phone rang.

(iii) *No sooner had I arrived* than they all started to argue.

▪ After adverbial expressions beginning with 'only' and 'not only' :

(iv) *Only after the meeting did I realize* the importance of the subject.

(v) *Only when the plane landed safely did he calm down*.

(vi) *Not only was the car slow*, it was also very uncomfortable.

▪ Conditionals with inversions

In conditional sentences we can sometimes replace the 'if' with an inversion:

(i) *Had I known* it would be so difficult I would never have enrolled.

▪ After exclamations with 'here' and 'there' :

(ii) *Here comes* the winner!

There goes all our money!

TEST ON AGREEMENT MISTAKE

Spot the error:

- Q.1 The total number of stars in the universe are probably something like the total number of grains of sand on all the seashores of the world.
A) B) C) D)
- Q.2 Every dean who know his students can recall many cases of boys who have been obliged to drop out .
A) B) C) D)
- Q.3 Not only the Smiths but also Tanya have agreed to try one of the world-famous chocolate-broccoli muffins.
A) B) C) D)
- Q.4 The Flemings, born on the land, was becoming a medical family.
A) B) C) D)
- Q.5 On the sidewalk is many little lizards sunning themselves on the hot concrete.
A) B) C) D)
- Q.6 Even though Johnson and Johnson warn consumers not to insert Q-tips into their ears, people refuse to read directions and frequently puncture their eardrums.
A) B) C) D)
- Q.7 Laila is not going to Daytona Beach for spring break because fourteen dollars are all that she has in her vacation fund.
A) B) C) D)
- Q.8 All of my important keys are now stuck in the drain pipe of my bathroom sink.
A) Buster, my kitten, does not realize how much his playfulness inconvenience me.
B) C) D)
- Q.9 Grandpa claims that Martian measles cause green and purple spots to erupt all over a person's body.
A) B) C) D)
- Q.10 Neither of Freud's parents have much intelligence when it comes to choosing spouses.
A) B) C) D)
- Q.11 Each of these women wishes that they had read the care instructions before washing the delicate and expensive dresses.
A) B) C) D)
- Q.12 It dawned on him suddenly that here were the rope he needed to reach the water in the well.
A) B) C) D)
- Q.13 Do no one except Aneeta and Beenish have the subject-verb agreement exercises that Mr.Ali assigned for today?
A) B) C) D)
- Q.14 There are lizards that sneak in between the window screens and cockroaches that takes up residence in every bathroom and kitchen.
A) B) C) D)
- Q.15 You are one of the few lucky ones who is going to die a really natural death.
A) B) C) D)

AGREEMENT MISTAKES

UNIT - 1

Choose the correct sentence:

Q.16

- A) Not only have our ways of livings changed, but people themselves have also been changed.
- B) Not only have our ways of living changed, but people themselves have been changed.
- C) Not only our ways of living have changed, but people themselves have also been changed.
- D) Not only have our ways of living changed, but people themselves have also been changed.

Q.17

- A) Even though Ali has many friends who love their Toyota and Honda, he has always believed that General Motors makes lemons.
- B) Even though Ali has many friends who love their Toyota and Honda, he has always believed that General Motors make lemons.
- C) Even though Ali has many friends who loves their Toyota and Honda, he has always believed that General Motors makes lemons.
- D) Even though Ali has many friends who love his Toyota and Honda, he has always believed that General Motors makes lemons.

Q.18

- A) For the most part, each star makes its voyage in complete loneliness, like a ship on an empty ocean.11
- B) For the most part, each star makes their voyage in complete loneliness, like a ship on an empty ocean.
- C) For the most part, each star makes its voyage in complete loneliness, as a ship on an empty ocean.
- D) For the most part, each star makes its voyage in complete loneliness, like a ship on an empty ocean.

Q.19

- A) Even though the jury wants to believe that the defendant did not fed David to the Loch Ness Monster, much of the evidence points to her guilt.
- B) Even though the jury wants to believe that the defendant did not feed David to the Loch Ness Monster, much of the evidence point to her guilt.
- C) Even though the jury want to believe that the defendant did not feed David to the Loch Ness Monster, much of the evidence points to her guilt.
- D) Even though the jury wants to believe that the defendant did not feed David to the Loch Ness Monster, much of the evidence points to her guilt.

Q.20

- A) We see that two-thirds of the students go down with German measles and Big Hall is turned into a hospital ward.
- B) We see that two-thirds of the students goes down with German measles and Big Hall is turned into a hospital ward.
- C) We see that two-thirds of the students go down with German measles and Big Hall turned into a hospital ward.
- D) We see that two-third of the students go down with German measles and Big Hall is turned into a hospital ward.

Q.21

- A) Neither the students nor their instructor are happy with the long cafeteria line for squid eyeball stew.
- B) Neither the students or their instructor is happy with the long cafeteria line for squid eyeball stew.
- C) Neither the students nor their instructor is happy with the long cafeteria line for squid eyeball stew.
- D) Neither the students nor his instructor is happy with the long cafeteria line for squid eyeball stew.

Q.22

- A) Mr. Ali, our English teacher, believes that students who major in economics or physics ruin their imaginations.
- B) Mr. Ali, our English teacher, believe that students who major in economics or physics ruin their imaginations.
- C) Mr. Ali our English teacher believes that students who majors in economics or physics ruin their imaginations.
- D) Mr. Ali, our English teacher, believes that students who major in economics or physics ruins his imaginations.

Q.23

- A) A smart tennis player, such as Sania, is someone who know how to move around the court, hit winners at the net, and controls her emotions.
- B) A smart tennis player, such as Sania, is someone who knows how to move around the court, hit winners at the net, and control her emotions.
- C) A smart tennis player, such as Sania, is someone who knows how to move around the court, hit winners at the net, and controls her emotions.
- D) A smart tennis player, such as Sania, is someone who knows how to move around the court, hit winners at the net, and controls their emotions.

Q.24

- A) Palm-trees that once lifted its branches high above the dunes is now like bushes, and some of them are completely covered.
- B) Palm-trees that once lifted theirs branches high above the dunes are now like bushes, and some of them are complete covered.
- C) Palm-trees that once lifted their branches high above the dunes are now like bushes, and some of they is completely covered.
- D) Palm-trees that once lifted their branches high above the dunes are now like bushes, and some of them are completely covered.

Q.25

- A) One of my friends serves as a representative for his dormitory floor.
- B) One of my friend serves as a representative for his dormitory floor.
- C) One of my friends serve as a representative for his dormitory floor.
- D) One of my friends serves as a representative for their dormitory floor.

Q.26

- A) Two-fifth of the vineyard was destroyed by fire.
- B) Two-fifths of the vineyard was destroyed by fire.
- C) Two-fifths of the vineyard were destroyed by fire.
- D) Two-fifths of the vineyard was destroyed to fire.

AGREEMENT MISTAKES

- Q.27
- A) Forty percent of the student body is in favor of changing the policy.
 - B) Forty percent of the students body is in favor of changing the policy.
 - C) Forty percent of the student body are in favor of changing the policy.
 - D) Forty percent of the student bodies is in favor of changing the policy.

- Q.28
- A) He is one of the employees who work overtime regular.
 - B) He is one of the employee who work overtime regularly.
 - C) He is the only one of the employees who works overtime regularly.
 - D) He is one of the employees who works overtime regularly.

- Q.29
- A) A small minority indicates that it support the proposal.
 - B) A small minority indicates that their supports the proposal.
 - C) A small minority indicate that it supports the proposal.
 - D) A small minority indicates that it supports the proposal.

- Q.30
- A) The herd of black and white cattle bellowed loudly as the cowboys herded it in the expansive pen.
 - B) The herd of black and white cattle bellowed loudly as the cowboys herded them in the expansive pen.
 - C) The herd of black and white cattle bellowed loudly like the cowboys herded it in the expansive pen.
 - D) The herds of black and white cattle bellowed loudly as the cowboys herded it in the expansive pen

ANSWER KEY

1	A	6	A	11	C	16	D	21	C	26	B
2	A	7	B	12	B	17	A	22	A	27	A
3	C	8	D	13	A	18	D	23	C	28	C
4	C	9	C	14	D	19	D	24	D	29	D
5	B	10	A	15	C	20	A	25	A	30	A

→ 1st degree
Adjective to
 He is jealous to me
 He is bad to me.

COMBINATION MISTAKES

Combination means two different words that exist together or are used or put together. Following is the description of right combination of words and their probable mistakes.

2.1 COMBINATION OF WORDS

WORDS	COMBINATION		PROBABLE MISTAKES	
neither	nor	✓	or	X
either	or	✓	nor	X
not only	but also	✓	but	X
too	to	✓	very	X
from	to	✓	till	X
from	till	✓	to	X
those	who	✓	as	X
such	as	✓	who	X
rather	than	✓	but	X
2 nd degree	than	✓	from	X
not	but	✓	and	X
both	and	✓	or	X
both	between	✓	among	X
all	among	✓	between	X
whether	or (not)	✓	and	X
although	,	✓	yet	X
though	,	✓	yet	X
no other	than	✓	and	X
than any	other	✓	else	X
as + adjective	as	✓	--	X
no sooner	than	✓	when	X
hardly, scarcely	when	✓	than	X
as	so	✓	such	X
as if / as though	were	✓	was	X
as if / as though	had been	✓	Has been	X
the same	That	✓	Who / which	X

Examples: 2

- (i) Both the boys divided it **among** / **between** themselves.
 (ii) All the boys divided it **between** / **among** themselves.

2 ↑

Examples:

- (i) Neither he ~~or~~ / **nor** his friend will go.
 (ii) Either she ~~nor~~ / **or** her parents will come.
 (iii) Not only the book ~~but~~ / **but also** the book's price is good.

*1 rushed to the bus
 1 came by the bus*

*He is as rich as a king
 The same goes for.*

COMBINATION MISTAKES

UNIT - 2

- too + adj + to*
- (iv) He is ~~very~~ / too weak to walk.
 - (v) I waited from morning ~~to~~ / till evening.
 - (vi) I traveled from Lahore ~~till~~ / to Multan.
 - (vii) We do not like such students as / ~~who~~ are disobedient.
 - (viii) We do not like those people as / ~~who~~ are dishonest.
 - (ix) He is taller ~~from~~ / than me / I.
 - (x) I do not know whether he will come or / ~~and~~ not.
 - (xi) Although he is poor yet / ~~but~~ he is honest.
 - (xii) No sooner did I reach ~~when~~ / than the train started.
 - (xiii) He speaks as if he were / ~~was~~ mad.
 - (xiv) He speaks as though he ~~has been~~ / had been mad.
 - (xv) This book is as difficult as / ~~as difficult~~ the previous one.

2.2 COMBINATION OF TENSES

Combination of tenses also known as agreement of tenses, succession of tenses and tense harmony is a set of grammatical rules of English language, governing the agreement between the tenses of verbs in related clauses or sentences.

- i. If + 1st form (Present simple) \longrightarrow shall / will + 1st form (Future Simple)
If you work hard, you will pass. Also You will pass if you work.
Probable Mistake:
If they will / come, we shall go.
- ii. If + 2nd form (Past simple) \longrightarrow would + 1st form (Past)
If you worked, you would pass. Also You would pass if you worked.
Probable Mistake:
If they would / came, we would go.
- iii. If + had + 3rd form (Past perfect) \longrightarrow would have + 3rd form
If you had worked, you would have passed. Also
You would have passed if you had worked.
Probable Mistake:
He had died when (before) the doctor ~~had reached~~ / reached.
- iv. When + 1st form (Present Simple) \longrightarrow will / shall have + 3rd form
When the doctor reaches, the patient will have died. Also
The patient will have died when the doctor reaches.
Probable Mistake:
She will have married Ali when (before) he will come / come / comes.
- v. When + 2nd form (Past Simple) \longrightarrow had + 3rd form (Past Perfect)
When the doctor reached, the patient had died. Also
The patient had died when the doctor reached.
Probable Mistake:
She had married Ali when he had come / came back.
- vi. If + were \longrightarrow would + 1st form of verb.
If I were you, I would not do that. Also

COMBIN

vii. I

Note

EXC

2.3 COM

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i) Ce

ii) C

iii) S

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i) Su

ii) V

iii) S

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• C

(i) C

Conj

Exa

and,

(ii) A

Conj

but,

KIPS ENTRY

I would not do that if I were you. Also

Were I you, I would not do that.

Probable Mistake:

If I were you I would not have done / do it.

vii. If + had + 3rd form of verb \longrightarrow would + have + 3rd form of verb.

If the weather **had been** good, I **would have come** to you. Also

I **would have come** to you if the weather **had been** good. Also

Had the weather **been** good, I **would have come** to you.

Probable Mistake:

If the weather **had been** good, I **would have come** / ~~come~~ to you.

Note: "would" may be replaced by could, must, might etc. as per the sense

As a general rule, past tense must be followed by past tense.

He said that he ~~goes~~ / **went** to college daily.

EXCEPTIONS:

The Universal Truth is always in present tense.

- He said that the sun ~~rose~~ / **rises** in the east.

Comparison is generally in present tense.

- She liked me more than she ~~liked~~ / **likes** you.

2.3 COMBINATION OF PHRASES OR CLAUSES WITH CONJUNCTIONS

A conjunction is a word that links words, phrases, or clauses. There are three types of conjunctions:

i) Coordinating Conjunctions

ii) Correlative Conjunctions

iii) Subordinating Conjunctions.

Coordinating conjunctions may join single words, or they may join groups of words, but they must always join similar elements:

i) Subject + Subject

ii) Verb Phrase + Verb Phrase

iii) Sentence + Sentence.

When a coordinating conjunction is used to join elements, the element becomes a compound element. Correlative conjunctions also connect sentence elements of the same kind: however, unlike coordinating conjunctions, correlative conjunctions are always used in pairs. Subordinating conjunctions, the largest class of conjunctions, connect subordinate clauses to a main clause. These conjunctions are adverbs used as conjunctions.

- **Coordinating conjunctions**

(i) Cumulative

Conjunctions add one statement to the other.

Examples:

and, as well as, both – and, not only – but also

(ii) Adversative

Conjunctions that express contrast between two statements.

but, Still, yet, However, Nevertheless

COMBINATION MISTAKES

(iii) Alternative

Conjunctions that express a choice between two alternatives.
or, Either—or, neither—nor

(iv) Illative

Conjunctions that express an inference (result)
So, therefore, for, thus, that's why

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

An easy way to remember these six conjunctions is to think of the word FANBOYS. Each of the letters in this somewhat unlikely word is the first letter of one of the coordinating conjunctions. Remember, when using a conjunction to join two sentences, use a comma before the conjunction.

Examples and Sentences

CONJUNCTION	WHAT IS LINKED	SAMPLE SENTENCES
and	noun phrase + noun phrase	We have tickets for the symphony and the opera.
but	sentence + sentence	The orchestra rehearses on Tuesday, but the chorus rehearses on Wednesday.
or	verb + verb	Have you seen or heard the opera by Scott Joplin?
so	sentence + sentence	I wanted to sit in the front of the balcony, so I ordered my tickets early.

Correlative Conjunctions

both...and	not only...but also	either...or	neither...nor	whether...or
------------	---------------------	-------------	---------------	--------------

Remember, correlative conjunctions are always used in pairs. They join similar elements. While joining singular and plural subjects, the subject closest to the verb determines whether the verb is singular or plural with the exception of "both-and".

Examples and Sentences

CONJUNCTIONS	WHAT IS LINKED	SAMPLE SENTENCE
both...and	Subject + subject	Both my sister and my brother play the piano.
either...or	Noun + noun	Tonight's programme is either Mozart or Beethoven.
neither...nor	Subject + subject	Neither the orchestra nor the chorus was able to overcome the terrible acoustics in the church.
not only...but also	Sentence + sentence	Not only does Sue raise money for the symphony, but she also ushers at all of their concerts.

- Subordinating Conjunctions

Time	Cause + effect	Opposition	Condition
after	because	Although	if
before	since	Though	unless
when	now that	even though	only if
while	As	Whereas	whether or not
since	in order that	While	even if
until	So		in case (that)

Subordinating conjunctions, (subordinators) are most important in creating subordinating clauses. These adverbs that act like conjunctions are placed at the front of the clause. The adverbial clause can come either before or after the main clause. Subordinators are usually a single word, but there are also a number of multi-word subordinators that function like a single subordinating conjunction. They can be classified according to their use in regard to time, cause and effect, opposition, or condition. Remember, put a comma at the end of the adverbial phrase when it precedes the main clause.

Examples and Sentences

CONJUNCTION	SAMPLE SENTENCE
after	We are going out to eat after we finish taking the test.
since	Since we have lived in Atlanta, we have gone to every exhibit at the High Museum.
while	While I was waiting in line for the Matisse Exhibit, I ate my lunch.
although	Although the line was long and the wait over two hours, the exhibit was well worth it.
even if	Even if you have already bought your ticket, you will still need to wait in line.
because	I love Matisse's works because he uses color so brilliantly.

2.4 COMMON ERRORS IN THE USE OF CONJUNCTIONS

- To link two clauses, we use just one conjunction (NOT two). If the first clause begins with *although*, *though*, *even if* or *even though*, the second clause cannot begin with *but* or *yet*. Similarly, if the first clause begins with *If*, *as*, *since* or *because*, the second clause cannot begin with *so*.

Examples:

i) ~~Since we were late, so we decided to go by taxi.~~

Since we were late, we decided to go by taxi. OR

We were late, so we decided to go by taxi.

ii) ~~If a country has no natural resources, so it has to rely on imports.~~

If a country has no natural resources, it has to rely on imports.

- Use a complete phrase after a subordinating conjunction.

Example:

~~Although his apology, we were still angry.~~

Despite his apology, we were still angry.

Although he apologized, we were still angry.

- A clause beginning with a subordinating conjunction (e.g. *because, since, although, while*) cannot be used on its own as a sentence.

Example:

~~We were unable to visit her. Because we did not have her address.~~

We were unable to visit her because we did not have her address.

- The coordinating conjunctions *and, or* and *but* are not placed at the beginning of a sentence.

Example:

~~He wants to go to university. But he doesn't want to leave home.~~

He wants to go to university, but he doesn't want to leave home.

- After *no, not, never*, etc., we normally use *or* (Not *and*).

Examples:

i) ~~She never ate and slept properly after her husband died.~~

She never ate *or* slept properly after her husband died.

ii) ~~Taboos abound during Lunar New -- no crying, quarrelling and accidents.~~

Taboos abound during Lunar New Year -- no crying, quarrelling *or* accidents.

Note:

And may be used after a negative when the linked items are closely related or are considered as a single thing:

We didn't bring any knives *and* forks.

The regulation does not apply to husbands *and* wives.

- When two adjectives are used before a noun, they are linked with *and* only if they belong to the same class. Compare:

Examples:

i) Blue *and* white sheets (colour + colour)

ii) Cotton *and* nylon sheets (material + material) BUT

iii) Blue nylon sheets (colour + material)

iv) He said he was looking for a tall *and* blonde girl called Anna.

v) Inside the box there was a cheap *and* plastic watch.

- When a sentence or part of a sentence consists of two equal units, we link the two units or 'coordinates' with *and, or* or *but*:

Examples:

i) Would you like tea *or* coffee?

ii) She chased him out of the house *and* down the street.

- When there are three or more coordinates, we link the last two:

Examples:

i) ~~The walls were covered with pictures, cards, posters.~~

The walls were covered with pictures, cards *and* posters.

ii) ~~I prefer men who are lively, handsome, amusing.~~

I prefer men who are lively, handsome *and* amusing.

iii) Would you like milk, orange juice, tea *or* coffee?

iv) She chased him down the stairs, out of the house *and* down the street.

- When we link parts of a sentence, we normally omit any words that would produce unnecessary repetition.

I enjoy jogging and ~~I enjoy~~ playing the piano.

I enjoy jogging and playing the piano.

Note: However, that words are sometimes repeated deliberately to give emphasis, especially in informal styles: 'I don't like cricket and I don't like football *either*.'

- When we omit words to avoid repetition, we have to make sure that the final sentence is not ambiguous.

Examples:

~~He never washes or polishes his car.~~

'He never washes or polishes his car' has two possible meanings:

Either He never washes (himself). He never polishes his car.

Or He never washes his car. He never polishes his car.

Hence the correct sentence will be:

He never washes his car or polishes it.

Note: The intended meaning is often clear from the context, but this is not always the case.

2.5 SOME MORE POINTS:

i. As and Like

As is a conjunction. It is used to connect two clauses or words of the same grammatical class.

Like is a preposition. It is used to show the relationship between a noun/pronoun and some other word in the sentence. Note that like is used before a noun or pronoun.

She looks like *her mother*.

He fought like *a tiger*.

Like *his father*, he is a doctor.

He did as he was told, BUT NOT He did like he was told. (Here the conjunction as joins the clauses 'He did' and 'he was told'.)

He fought as a tiger does, BUT NOT He fought like a tiger does. (Here the conjunction as joins the clauses 'he fought' and 'a tiger does'.)

Notes:

In informal English like is often used as a conjunction instead of as. This is very common in American English. So sentences like 'He fought like a tiger does' are common in colloquial English.

ii. As and though

As can be used in the sense of though, but they are used in different structures.

Though he was young, he fought bravely.

Young as he was, he fought bravely.

COMBINATION MISTAKES

Though he is poor, he is happy.
 Poor as he is, he is happy.

iii. As if and as though

As if and as though are now more or less used synonymously.
 It looks as if it might rain. OR It looks as though it might rain.

I felt as if I were dying. OR I felt as though I were dying.

Like cannot be used instead of as if/as though. It is wrong to say 'I felt like I was dying'.

Notes:

In informal English like is often used instead of as if and as though. This is very common in American English.

iv. So as and such as

So as indicates purpose; such as indicates result.

We started early so as to get a good seat.

His actions were such as to offend everyone.

v. Than

Than is a subordinating conjunction. The noun or pronoun following than should be in the same case as the noun or pronoun preceding it.

She is taller than he is.

You are younger than she is.

Note that in informal English, object pronouns (him, her, them etc.) are used after than. So sentences like 'She is taller than him' and 'You are younger than her' are common in informal speech and writing.

vi. Unless and if

Unless itself means if not. You don't have to use another not in clauses with unless.

Unless you start early, you will miss the train. OR If you don't start early, you will miss the train. (NOT Unless you don't start early, you will miss the train.)

2.6 COLLOCATION OF WORDS:

Collocation refers to a group of two or more words that usually go together. A good way to think of collocation is to look at the word collocation. Co - meaning together - location - meaning place. Collocation are words that are located together. A good answer to "What is collocation?" is: Collocation is a group of two or more words that like to hang out together. Here are some examples of common collocations that you might know:

make tea - I made a cup of tea for lunch.

do homework - I did all of my homework yesterday.

Make and Do - A Good Starting Place for Collocation

I begin with make and do because they provide perfect examples of why collocation is so important. Generally, make refers to things that are created and do refers to tasks.

Examples:

high earnings (not big earnings)

long-range planning (not long-time planning)

urban guerrilla (not city guerrilla)

They are not doing / making a sound investment

Justice will be made / done to every body

Verb Collocations

Have

have a bath
have a drink
have a good time
have a haircut
have a holiday
have a problem
have a relationship
have a rest
have lunch
have sympathy

do

do a favor
do a service
do a work
do assignment
do business
do nothing
do someone a favour
do the cooking
do the housework
do the shopping
do the washing up
do your best
do your hair
do your homework
do damage
do harm
do home work
do justice to
do one's best
do one's duty
do research
do wonders
do wrong

make

make a choice
make a comparison
make a decision
make a difference
make a mess
make a mistake
make a noise
make an effort
make furniture
make money
make progress
make room
make trouble
make a discovery
make a plan
make a prediction
make a profit
make a suggestion
make an attempt
make an investment
make an offer
make use of

Take

take a break
take a chance
take a look
take a rest
take a seat
take a taxi
take an exam
take notes
take someone's place
take someone's
temperature

break

break a habit
break a leg
break a promise
break a record
break a window
break someone's heart
break the ice
break the law
break the news to someone
break the rules

catch

catch a ball
catch a bus
catch a chill
catch a cold
catch a thief
catch fire
catch sight of
catch someone's attention
catch someone's eye
catch the flu

Pay

pay a fine
pay attention
pay by credit card

save

save electricity
save energy
save money

keep

keep a diary
keep a promise
keep a secret

COMBINATION MISTAKES

pay cash
pay interest
pay someone a
compliment
pay someone a visit
pay the bill
pay the price
pay your respects

save one's strength
save someone a seat
save someone's life
save something to a disk
save space
save time
save yourself the trouble

keep an appointment
keep calm
keep control
keep in touch
keep quiet
keep someone's place
keep the change

Come

come close
come complete with
come direct
come early
come first
come into view
come last
come late
come on time
come prepared
come right back
come second
come to a compromise
come to a decision
come to an agreement
come to an end
come to a standstill
come to terms with
come to a total of
come under attack

go

go abroad
go astray
go bad
go bald
go bankrupt
go blind
go crazy
go dark
go deaf
go fishing
go mad
go missing
go on foot
go online
go out of business
go overseas
go quiet
go sailing
go to war
go yellow

get

get a job
get a shock
get angry
get divorced
get drunk
get frightened
get home
get lost
get married
get nowhere
get permission
get pregnant
get ready
get started
get the impression
get the message
get the sack
get upset
get wet
get worried

Miscellaneous Collocations

Time

bang on time
dead on time
early 12th century
free time
from dawn till dusk
great deal of time
late 20th century
make time for
next few days
past few weeks

Business English

annual turnover
bear in mind
break off negotiations
cease trading
chair a meeting
close a deal
close a meeting
come to the point
dismiss an offer
draw a conclusion

Classifiers

a ball of string
a bar of chocolate
a bottle of water
a bunch of carrots
a cube of sugar

Time	Business English	Classifiers
right on time	draw your attention to	a pack of cards
run out of time	launch a new product	
save time	lay off staff	a pad of paper
spare time	go bankrupt	hazards of fire
spend some time	go into partnership	sword of honor
take your time	make a loss	letter of recommendation
tell someone the time	make a profit	
time goes by	market forces	
time passes	sales figures	
waste time	take on staff	

EXPRESSION WITH "MAKE"

Make a mistake
 Make a difference
 Make a comparison
 Make a plan
 Make an investment
 Make an offer
 Make a discovery
 Make a choice
 Make use of
 Make an attempt
 Make a profit
 Make a decision
 Make a suggestion
 Make a prediction

EXPRESSION WITH "DO"

Do assignment
 Do business
 Do one's duty
 Do harm
 Do home work
 Do research
 Do justice to
 Do one's best
 Do wrong
 Do a service
 Do a work
 Do damage
 Do wonders
 Do a favor

TEST ON COMBINATION MISTAKE

Spot the error:

- Q.1 Do you think this is something who can be learned?
A B C D
- Q.2 Don't go out while you've finished your work.
A B C D
- Q.3 Make sure you close all the windows for it starts to rain.
A B C D
- Q.4 I think I know where he left the job.
A B C D
- Q.5 Whether I had known how much I would disappoint him, I wouldn't have done it.
A B C D
- Q.6 As soon as you see me, get in the car.
A B C D
- Q.7 My friend John, which lives in California, has a car with a New York license.
A B C D
- Q.8 It's usually quite simple to cross the border between the USA and Canada yet these
A B C
two countries have friendly relations.
D
- Q.9 Until a university professor returns from a sabbatical leave, he should be better
A B C D
qualified.
- Q.10 She is so a snobbish person that nobody likes to be with her.
A B C D

Directions:

In each question in the following, four alternative sentences are given. Choose the CORRECT one and fill the circle corresponding to that letter in the answer sheet.

- Q.11
A) Ali was cold, but he put on a coat.
B) Ali was cold, so he put on a coat.
C) Ali was cold, or he put on a coat.
D) Ali was cold, and he put on a coat.
- Q.12
A) Maria tried to read a novel in French, but it was too difficult.
B) Maria tried to read a novel in French, so it was too difficult.
C) Maria tried to read a novel in French, or it was too difficult.
D) Maria tried to read a novel in French, and it was too difficult.
- Q.13
A) To get from Vancouver to Victoria, you can fly, but you can ride the ferry.
B) To get from Vancouver to Victoria, you can fly, so you can ride the ferry.
C) To get from Vancouver to Victoria, you can fly, or you can ride the ferry.
D) To get from Vancouver to Victoria, you can fly, and you can ride the ferry.

Q.14

- A) I bought a bottle of wine, so we drank it together.
- B) I bought a bottle of wine, or we drank it together.
- C) I bought a bottle of wine, but we drank it together.
- D) I bought a bottle of wine, and we drank it together.

Q.15

- A) I went to buy a Rolling Stones CD, but the shop didn't have it.
- B) I went to buy a Rolling Stones CD, so the shop didn't have it.
- C) I went to buy a Rolling Stones CD, or the shop didn't have it.
- D) I went to buy a Rolling Stones CD, and the shop didn't have it.

Q.16

- A) Anna needed some money, and she took a part-time job.
- B) Anna needed some money, so she took a part-time job.
- C) Anna needed some money, or she took a part-time job.
- D) Anna needed some money, but she took a part-time job.

Q.17

- A) Julie has a guitar, but she plays it really well.
- B) Julie has a guitar, and she plays it really well.
- C) Julie has a guitar, or she plays it really well.
- D) Julie has a guitar, so she plays it really well.

Q.18

- A) The concert was cancelled, and we went to a nightclub instead.
- B) The concert was cancelled, or we went to a nightclub instead.
- C) The concert was cancelled, but we went to a nightclub instead.
- D) The concert was cancelled, so we went to a nightclub instead.

Q.19

- A) Let us wait here although the rain stops.
- B) Let us wait here until the rain stops.
- C) Let us wait here because the rain stops.
- D) Let us wait here unless the rain stops.

Q.20

- A) You cannot be a lawyer since you have a law degree.
- B) You cannot be a lawyer until you have a law degree.
- C) You cannot be a lawyer unless you have a law degree.
- D) You cannot be a lawyer but you have a law degree.

Q.21

- A) She has not called unless she left last week.
- B) She has not called since she left last week.
- C) She has not called but she left last week.
- D) She has not called so she left last week.

Q.22

- A) I saw him leaving an hour and two ago.
- B) I saw him leaving an hour when two ago.
- C) I saw him leaving an hour or two ago.
- D) I saw him leaving an hour until two ago.

COMBINATION MISTAKES

Q.23

- A) This is an expensive until very useful book.
B) This is an expensive so very useful book.
C) This is an expensive although very useful book.
D) This is an expensive but very useful book.

Q.24

- A) We were getting tired so we stopped for a rest.
B) We were getting tired since we stopped for a rest.
C) We were getting tired when we stopped for a rest.
D) We were getting tired so but stopped for a rest.

Q.25

- A) He was angry but he heard what happened.
B) He was angry and he heard what happened.
C) He was angry so he heard what happened.
D) He was angry when he heard what happened.

Q.26

- A) Walk quickly because you will be late.
B) Walk quickly or you will be late.
C) Walk quickly until you will be late.
D) Walk quickly and you will be late.

Q.27

- A) I heard a noise because I turned the light on.
B) I heard a noise and I turned the light on.
C) I heard a noise or I turned the light on.
D) I heard a noise so I turned the light on.

Q.28

- A) Would you like a coffee but tea?
B) Would you like a coffee and tea?
C) Would you like a coffee or tea?
D) Would you like a coffee although tea?

Q.29

- A) Do you know when she will arrive?
B) Do you know so she will arrive?
C) Do you know but she will arrive?
D) Do you know and she will arrive?

Q.30

- A) Since the car is old it still runs well.
B) Until the car is old it still runs well.
C) When the car is old it still runs well.
D) Although the car is old it still runs well.

ANSWER KEY

1	C	6	C	11	B	16	A	21	B	26	B
2	C	7	B	12	D	17	B	22	C	27	D
3	C	8	C	13	C	18	D	23	D	28	C
4	C	9	A	14	D	19	B	24	A	29	A
5	A	10	A	15	A	20	C	25	D	30	A

REPETITION

3.1 REPETITION OR DOUBLING

- Use of double subject is wrong.

Repetition of the same subject in the same sentence is wrong. Subject may be some noun or pronoun. The same subject cannot be represented by both noun and pronoun. This is because repetition of the same subject is wrong.

Example:

Hemingway revised the novel and ~~he cut~~ / cut its first chapters short.

- Use of double relative pronoun is wrong.

The words Who, Which and That are called Relative Pronouns. The Relative Pronoun Which and That may be used interchangeably. But, we should not use both which and that for the same noun. This is because repetition of the relative pronoun is wrong.

Example:

This is the organization with ~~which that~~ / which I wanted to be associated.

This is the organization ~~which that~~ / that I wanted to be associated with.

- Use of double prepositions is wrong.

Generally, we use preposition at the beginning of the sentence to ask a question. We may use preposition at the end of the sentence to ask a question in a more emphatic tone. Repetition of the same preposition in the same sentence for the same purpose is wrong.

Example:

This is the organization ~~with~~ which I wanted to be associated ~~with~~.

This is the organization with which I wanted to be associated with.

This is the organization ~~with~~ which I wanted to be associated ~~with~~.

- Use of double interrogative is wrong.

In an interrogative sentence, Auxiliary (Helping) Verb precedes Subject. However, in the subordinate clause, use of interrogative construction (HV+S) should not be used. This is because use of interrogative in the subordinate clause is wrong.

Examples:

(i) He asks her when ~~will she~~ / she will marry him.

If the sentence begin with some question word, the question word must immediately be followed by some auxiliary verb.

ii) When ~~she will~~ / will she marry him?

- Use of double conjunction is wrong.

Conjunctions are joining words. Whether and if are two conjunctions which can be used interchangeably, but we should not use both together. The same holds true for since and because.

Examples:

(i) I do not know ~~whether if~~ she will marry him or not.

I do not know whether if she will marry him or not.

I do not know whether if she will marry him or not.

(ii) It is not merely absurd to keep rubbish ~~since because~~ it is printed.

- Use of double comparative / superlative is wrong.

REPETITION

The comparative degree of an adjective can be formed by adding -er to the end of the positive degree. Sometimes, the comparative degree of an adjective is formed by adding more before the positive degree. In the same way, for the superlative degree, we use -est or most with the positive degree of an adjective. Use of double comparative or superlative is wrong.

Example:

This bond is ~~more stronger~~ / **stronger** than any other bond in the outer shell.

He is the ~~most strongest~~ / **strongest** candidate for the election.

• Use of double negative is wrong

Some words are by default negative in sense and we can't write negative word after them.

These words are: *Neither, Scarcely, Hardly, Forbid, Until, Unless, Lest etc.*

Examples:

(i) He forbade ~~not~~ to go there.

(ii) Walk slowly lest you should ~~not~~ fall down.

(iii) My friend had no money and I had not ~~neither~~ / **either**.

(iv) I'll do it ~~irregardless~~ / **regardless** of the consequences.

3.2 REDUNDANCY

In English usage, redundancy is usually defined as the use of two or more words that say the same thing, but we also use the term to refer to any expression in which a modifier's meaning is contained in the word it modifies (e.g., early beginnings, merge together—many more are listed below). Think of redundancies as word overflows.

~~The final conclusion was close the bakery.~~ The *conclusion* was close the bakery.

~~He replied back yesterday.~~

He *replied* yesterday.

(absolutely) essential/ necessary	combine (together)
(actual) facts	connect (together)
(advance) warning	consensus (of opinion)
(anonymous) stranger	cooperate (together)
(armed) gunman	could (possibly)
(brief) summary	(current) status quo
(free) gift	few (in number)
(if) regardless	ISBN (number)
(natural) instinct	join (together)
(new) innovation	LCD (display)
(new) invention	manually (by hand)
(old) adage	may (possibly)
(old) proverb	merge (together)
(oral) conversation	might (possibly)
(over) exaggerate	PIN (number)
(past) history	RAM (memory)
(personal) friend	reason (why)
(true) facts	reason is (because)
A.M. (in the morning)	recur (again)
(actual) fact	re-elect (for another term)
advance (forward)	refer (back)
advance (forward)	reflect (back)
alternative (choice)	repay (back)
assemble (together)	repeat (again)
ATM (machine)	reply (back)

attach (together)	retreat (back)
autobiography (of his or her own life)	Return (back)
cacophony (of sound)	revert (back)
cameo (appearance)	slow (in speed)
cancel (out)	small (in size)
(close) proximity:	tall (in height)
collaborate (together)	large (in size)

3.3 WORDINESS OR VERBOSITY

Wordy sentences use too many useless words that clutter writing. Good writing is simple and direct; it uses the simplest word possible that conveys the same meaning. Wordiness takes away from this clarity.

How do we know we have a wordy sentence?

<i>For all intents and purposes, the reason Mr. Henderson arrived late for work was due to the fact that he stopped at very many traffic lights that were red in colour.</i>	<i>Mr. Henderson arrived late for work because he stopped at many red lights.</i>
31 words	13 words

Following is the list of some tips to avoid wordiness.

- Eliminate redundancy.

Redundant	Better
Blue in colour	blue
Large in size	large
Free gift	gift
The reason is because	because
Regardless of the fact that	although

- Delete empty words and phrases

I think that, in some ways, Basically, Essentially, I believe

Examples:

I think that:	I think that the sun rises in the east.
In my opinion:	In my opinion , Islamabad is the capital of Pakistan.
Basically:	Basically , he is the president of the country.

- Avoid expressions that can be more clearly said in another way.

Due to the fact that	because
had an effect upon	influenced
for the purpose of	for
at the same time as	while
with the possible exception of	except

- Delete the following phrases and variations:

there is . . . that
it is . . . that

Examples:

~~There are many students who like reading.~~ / Many students like reading.

REPETITION

~~It is the desk that is uncomfortable.~~ / The desk is uncomfortable.
 • Avoid using the passive voice

The passive voice often uses more words than the active voice.

Example:

~~The assembly was dissolved by the president.~~ / The president dissolved the assembly.

• Substitute verbs with prepositions with verbs not needing prepositions.

Never write "find out" when you can write "discover."

Example:

~~I found out that he was a criminal.~~ / I discovered that he was a criminal.

TEST ON REPETITION

- Q.1 The money that I have is sufficient enough for my needs.
 A B C D
- Q.2 While actively hunting, a dolphin sends out transmitting about five signals every second.
 A B C D
- Q.3 So far almost a million different species of insects have been identified and named.
 A B C D
- Q.4 Drastic measures are often necessary and needed to stop famines.
 A B C D
- Q.5 It was very, extremely important for me to tell him the whole thing.
 A B C D
- Q.6 The companies merged together last year.
 A B C D
- Q.7 Do you have any cash money?
 A B C D
- Q.8 If all of us cooperate together, we will succeed.
 A B C D
- Q.9 The accused was guilty of false misstatement.
 A B C D
- Q.10 It was the general consensus of opinion that we must go to the movie.
 A B C D
- Q.11 The three brothers had nothing in common with each other.
 A B C D
- Q.12 I am enclosing herewith my bio-data.
 A B C D
- Q.13 You must first do this before you go.
 A B C D
- Q.14 The flight will arrive at 7 p.m. in the afternoon.
 A B C D
- Q.15 He carefully examined each and every letter.
 A B C D

REP

Q.16

Q.17

Q.18

Q.19

Q.20

Q.21

Q.22

Q.23

Q.24

Q.25

Q.26

KIPS

Q.16

- A) Could you repeat your question?
- B) Could you repeat again your question?

Q.17

- A) Many unskilled workers without training in a particular job are unemployed and do not have any work.
- B) Many unskilled workers are unemployed.

Q.18

- A) The man who is tall bought the car.
- B) The tall man bought the car.

Q.19

- A) The young girl waiting by the door would like to see you.
- B) The young girl who is waiting by the door would like to see you.

Q.20

- A) She spent a total of fourteen years from 1990 to 2004 in the research area of enzymes.
- B) She did enzyme research from 1990 to 2004.

Q.21

- A) In my opinion, I think it is going to rain.
- B) I think it is going to rain.

Q.22

- A) Frank was elected as Chairman unanimously by all members.
- B) Frank was elected as Chairman unanimously.

Q.23

- A) I have a client of mine who insists on paying his fee in advance.
- B) I have a client who insists on paying his fee in advance.

Q.24

- A) Have you read the latest biography of Muhammad Ali Jinnah's life?
- B) Have you read the latest biography of Muhammad Ali Jinnah?

Q.25

- A) The police restored the stolen purse back to the rightful owner.
- B) The police restored the stolen purse to the rightful owner.

Q.26

- A) All matter is composed of molecules or atoms that are in motion in a constant way.
- B) All matter is composed of molecules or atoms that are in motion in a constantly way.
- C) All matter is composed of molecules or atoms that are in motion with constancy.
- D) All matter is composed of molecules or atoms that are in motion constantly.

REPETITION

Q.27

- A) It was a problem which was very difficult in character and very delicate in nature.
- B) It was a problem in character very difficult and in nature very delicate.
- C) The problem was difficult and delicate.
- D) The problem was difficult in character and delicate in nature.

Q.28

- A) Hospitalization that it covers room, meals, nursing, and additional hospital expenses as lab tests, X-rays, and medicine.
- B) Hospitalization covers room, meals, nursing, and additional hospital expenses such as tests, X-rays, and medicine.
- C) Hospitalization which covers room, meals, nursing, and additional hospital expenses as lab tests, X-rays, and medicine.
- D) Hospitalization is covering room, meals, nursing, and additional hospital expenses such as lab tests, X-rays, and medicine.

Q.29

- A) She returned back to her hometown after she had finished her degree.
- B) She returned to her hometown after she had finished her degree.
- C) She returned back her hometown after she had finished her degree.
- D) She was return her hometown after she had finished her degree.

Q.30

- A) Hummingbirds move their wings so rapidly that they appear to be hanging in the air.
- B) Hummingbirds move their wings so rapid a way that they appear to be hanging in the air.
- C) Hummingbirds move their wings in such a rapid way that they appear to be hanging in the air.
- D) Hummingbirds move their wings with such rapidity that they appear to be hanging in the air.

ANSWER KEY

1	C	6	C	11	D	16	A	21	B	26	D
2	B	7	D	12	B	17	B	22	B	27	C
3	B	8	C	13	B	18	B	23	B	28	B
4	C	9	C	14	D	19	A	24	B	29	B
5	A	10	C	15	C	20	B	25	B	30	A

PARALLILISM, MODIFIER, RUN ON, FRAGMENT**4.1 PARALLELISM**

▪ What is parallelism?

In grammar, **parallelism**, also known as **parallel structure** or **parallel construction**, is a balance within one or more sentences of similar phrases or clauses that have the same grammatical structure. The application of parallelism improves writing style and readability, and is thought to make sentences easier to process.

She likes *cooking, reading, and to sing*.

She likes *cooking, reading, singing*.

Parallelism requires that nouns should be similar to nouns, gerunds with gerunds, participles with participles and so on. It requires that ideas or concepts should be put together using the same structure.

▪ Instances of parallelism

Various instances of parallelism are discussed below.

Nouns: ~~Tom is known for his honesty and original ideas.~~

Tom is known for his honesty and *originality*.

Verbs: ~~My previous company has moved and is selling their office space.~~

My previous company *has moved* and *sold* their office space.

My previous company *is moving* and *selling* their office space.

Adjectives: ~~She is charming, courteous and a beauty.~~

She is charming, courteous and *beautiful*.

Adverbs: ~~Sam does his work neatly and with care.~~

Sam does his work neatly and *carefully*.

▪ Rules for Parallel Structure

There are certain rules to be able to write parallel sentences. The rules are:

- Be careful while using *coordinating conjunctions* (*and, or, but, etc.*).

Example:

~~To lead a healthy life, sleep for eight hours and eating a balanced diet are important.~~

To lead a healthy life, *sleeping* for eight hours and *eating* a balanced diet are important.

- Observe parallel structure when elements are in a list or in *a series*.

Example:

~~Traditional societies believed the king to be a religious, a political, a social, and head of the military forces.~~

Traditional societies believed the king to be a religious, political, social, and *a military head*.

- Observe parallel structure of sentences while *comparing elements*.

Example:

~~I like to read books over watching movies.~~

I like *reading books* over *watching movies*.

Parallel structure has to be observed when elements are joined by *a linking verb* or any form of 'be'.

Example:

~~'To succeed is thriving' is our motto.~~

'To succeed is to thrive' is our motto.

- Parallel structure is also to be observed while using *correlative conjunctions* (either... neither... nor, not only... but also, etc.).

Example:

Sweena wants both ~~a satisfying job and that pays well~~.
Sweena wants both *a satisfying* and *a well-paying* job.

- Avoid mixing *words, phrases and clauses*.

Example:

He liked to ~~sail, swim, and he walked on the beach~~.
He liked to *sail, swim, and walk* on the beach.

- Avoid mixing *gerund and infinitive*.

Example:

My favourite outdoor activities are ~~camping, fishing and to hike~~.
My favourite outdoor activities are *camping, fishing and hiking*.

- Avoid mixing *active verbs and passive verbs*.

Example:

When making an apple pie, first slice the apples then ~~they should be mixed~~ with sugar and lemon juice.
When making an apple pie, first slice the apples, then mix them with sugar and lemon juice.
The best way to catch errors of parallelism is to read a sentence aloud. If that is not possible read the sentence carefully with full attention. These questions are easy and help one to score.

4.2 GRAMMATICAL MODIFIER

A modifier describes, clarifies, or gives more detail about a concept.

- Dangling Modifier

A *dangling modifier* is a word or phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept.

Consider this sentence:

Having finished the assignment, Jill turned on the TV.

"Having finished" states an action but does not name the doer of that action. In English sentences, the doer must be the subject of the main clause that follows. In this sentence, it is Jill. She seems logically to be the one doing the action ("having finished"), and this sentence therefore does not have a dangling modifier.

Now consider this sentence

Having finished the assignment, the TV was turned on.

Having finished is a participle expressing an action, but the doer is not the TV set itself (the subject of the main clause): TV sets don't finish assignments. Since the doer of the action expressed in the participle has not been clearly stated, the participial phrase is said to be with a dangling modifier.

Examples of the dangling modifiers and revisions:

Dangling modifier:

After reading the original study, the article remains unconvincing.

(The article--the subject of the main clause--did not read the original study.)

Possible revision:

After reading the original study, I find the article unconvincing.

OR

The article remains unconvincing in the light of the original study. (no modifying phrase)

Dangling modifier:

Relieved of your responsibilities at your job, your home should be a place to relax.

(Your home--the subject of the main clause--is not relieved of your responsibilities)

Possible revision:

Relieved of your responsibilities at your job, you should be able to relax at home.

Characteristics of the dangling modifiers:

They most frequently occur at the beginning of sentences (often as introductory clauses and phrases) but can appear at the end also.

Dangling modifier at the end of the sentence:

The experiment was a failure, not having studied the lab manual carefully.
(The experiment--the subject of the main clause--is not supposed to study the lab manual)

Possible revision:

They failed the experiment, not having studied the lab manual carefully.
They often have an -ing word (gerund) or a to + verb (infinitive) phrase near the start of the sentence.

Squinting Modifier

Related to the dangling modifiers, squinting modifiers occur when the word modified is unclear or could it be more than one word. These problems can usually be solved by rearranging the elements already present in the sentence.

Squinting modifier:

The mystery has been solved after ten years of the missing portrait.

Possible revisions:

After ten years, the mystery of the missing portrait has been solved.

OR

The mystery of the missing portrait has been solved after ten years.

4.3 RUN ON SENTENCE

One of the most common mistakes with independent clauses is joining them without the proper punctuation. This error is called a **run-on sentence** or **comma splice**. An independent clause standing alone should end in a period, question mark, or exclamation point.

i. Joining independent clauses

If you want to join independent clauses, however, you should use a semicolon or one of the seven coordinating conjunctions between them. A comma should precede the coordinating conjunction, but a comma without a conjunction is not sufficient.

- He drove off in the *Mercedes*, *Erica* watched him go. (no)
This is a run-on sentence, or comma splice. A comma alone cannot join independent clauses.
- He drove off in the *Mercedes*. *Erica* watched him go. (yes)
Here, the independent clauses are separate sentences. Each ends correctly with a period.
- He drove off in the *Mercedes*; *Erica* watched him go. (yes)
The two independent clauses are correctly joined with a semicolon.
- He drove off in the *Mercedes*, and *Erica* watched him go. (yes)
The two independent clauses are correctly joined with a coordinating conjunction (*and*) preceded by a comma.

ii. Acceptable run-ons

Run-on sentences such as the ones described above are basic errors. Occasionally, however, joining independent clauses with only a comma may be acceptable—for example, when the clauses are very short and have the same form, when the tone is easy and conversational, or when you feel that the rhythm of your sentence calls for it.

- Live by the sword, die by the sword.

- They smiled, they touched, they kissed.
- I hardly recognized her, she was so thin. (*because* is understood here.)

But be very careful about creating an intentional run-on. Have a good reason to do so; don't break such a basic sentence rule lightly.

4.4 SENTENCE FRAGMENTS

i. Rules for Finding and Fixing Sentence Fragments

Recognize the difference between a sentence and a fragment.

A *fragment* resembles a *sentence* in two ways. Both groups of words begin with a capital letter and conclude with an end mark—usually a period [.] but sometimes a question mark [?] or an exclamation point [!].

The one important difference is that a fragment does not contain a *main clause*. Like an engine, the main clause powers a complete sentence, propelling the reader through the development of an idea. A fragment, missing this essential component, stalls on the page.

We can fix any fragment by either 1) revising the fragment so that it includes a *main clause* or 2) connecting the fragment to a main clause that comes before or after it. When we connect, we have to know whether or not punctuation is required.

Here are examples of fragments:

The boy sitting on the fire escape, dropping water balloons on the pedestrians below.

Subject = *boy*; verb = Ø; complete thought = Ø.

Types of Fragment

A fragment will often be:

- subordinate clause,
- participle phrase,
- infinitive phrase,
- appositive.

Each type of fragment has a *marker* that identifies it.

ii. Subordinate clause fragments

A subordinate clause fragment [sometimes called a *dependent* clause fragment] will begin with a *subordinate conjunction*, a *relative pronoun*, or a *relative adverb*. You will also find a *subject* and a *verb*. Unfortunately, this combination of words will not express a complete thought *by itself*.

Example:

Because John caught the eye of the beautiful brunette in algebra.

Because = subordinate conjunction; *John* = subject; *caught* = verb.

What happened? Was he able to cheat on the test? Did he quickly ask her for a date? We don't know because the thought is *incomplete*.

How to fix such type of error

When you have a *subordinate clause* fragment, removing *one thing*—the *subordinating word*—will give you the necessary *main clause*. Look at this fragment:

Because John caught the eye of the beautiful brunette in algebra.

Removing *because* makes the thought complete.

John is the subject, *caught* the verb.

John caught the eye of the beautiful brunette in algebra.

iii. Participle phrase fragments

A *participle phrase* fragment will begin with a word ending in *ing* or *ed*. By itself, a *participle phrase* cannot be a sentence.

The marker for this type of fragment is the present or past participle that are found at the beginning of the fragment.

Example:

Sunning themselves on the hot concrete until they heard human feet crashing down the sidewalk.

How to fix such type of error

One way to fix a *participle phrase* fragment is to add the necessary *main clause*.

The correction would look like this:

The little lizards were *sunning themselves on the hot concrete until they heard human feet crashing down the sidewalk*.

iv. Infinitive phrase fragments

Check out this sample:

An *infinitive phrase* fragment will begin with *to* followed by the base form of the verb, like this:

TO + VERB = infinitive. An infinitive phrase—*by itself*—cannot be a sentence.

Look for the *to + verb* as your marker for this type of fragment.

Study these examples:

To catch butterflies for her biology project.

v. Fixing infinitive phrase fragments

You can convert an *infinitive phrase* fragment into a sentence by adding a *subject* and conjugating the *verb*.

Jossie enlisted the help of several spiders *to catch butterflies for her biology project*.

vi. Appositive fragments

An *appositive* is a *noun phrase* that renames and clarifies another *noun*. By itself an appositive is not a sentence.

Example:

The unprepared *student* who was always begging for an extra pencil and a couple sheets of blank paper.

How to fix such type of error

You have two options when fixing an *appositive* fragment. Since an appositive contains a *noun* which can conveniently become a *subject*, adding a *verb* will often fix the problem.

Look at this example:

The unprepared student who was always begging for an extra pencil and a couple sheets of blank paper *screamed*.

PAGE

Q.1

Q.2

Q.3

Q.4

Q.5

Q.6

Q.7

Q.8

Q.9

Q.10

Q.11

Q.12

Q.13

Q.14

Q.15

Q.16

TEST ON PARALLILISM, MODIFIER, RUN ON, FRAGMENT

- Q.1 A census of the island revealed a population of only 10,000 people.
A B C D
- Q.2 With skill and surprising gentleness the fireman managed to lower the injured cat down from the top of the tree.
A B C D
- Q.3 The mayor had scarcely no information to offer the public about the controversial new law that failed to pass.
A B C D
- Q.4 Katz claimed that reading classic novels is more illuminating than to read autobiographies written by their authors.
A B C D
- Q.5 None of the presents I received on my birthday this year was equally as memorable as the necklace you gave me last year.
A B C D
- Q.6 I don't have nothing against Sally and I know she was acting in my best interest when she scolded me in front of everyone.
A B C D
- Q.7 Suzanne recounted her improbable tale with enthusiasm and in a convincing manner.
A B C D
- Q.8 In the entire class, I have no idea who is the most smartest, but I think it is the bookish girl.
A B C D
- Q.9 His attitude was snotty, short tempered and was impatient.
A B C D
- Q.10 Fred prefers skiing and fishing to playing golf or to visit friends.
A B C D
- Q.11 Neither Joe nor Mike couldn't believe that the Bucks ended up winning the hockey tournament.
A B C D
- Q.12 Alex has always enjoyed snorkeling, but not to sail.
A B C D
- Q.13 I felt badly for the organizers because hardly no one attended the banquet.
A B C D
- Q.14 The survey led to a surprising conclusion; single dads have a totally different approach to parenting from a single mom.
A B C D
- Q.15 The boat could not find nowhere to dock, since the harbor, scarcely large enough to begin with, was so overcrowded for the Holiday and no one was directing traffic.
A B C D
- Q.16
A) After arduous months of fighting, the sight of the white flag being raised generated as much relief on the victor's side than it did on the vanquished.
B) After arduous months of fighting, the sight of the white flag being raised generated as much relief among the victors as among the vanquished.
C) After arduous months of fighting, the sight of the white flag being raised generated as much relief on the victor's side as it did on the vanquisher's.
D) After arduous months of fighting, the sight of the white flag being rose generated relief both on the victor's side as well as on the vanquisher's.

Q.17

- A) In the initial stages of learning a new language we learn more through listening and attempting to copy speech patterns and not through reading grammar books.
- B) In the initial stages of learning a new language we learn more through listening and attempting to copy speech patterns than through reading grammar books.
- C) In the initial stages of learning a new language we learn more through listening and attempts to copy speech patterns than through reading grammar books.
- D) In the initial stages of learning a new language we learn more through listening and attempts at copying speech patterns than through reading grammar books.

Q.18

- A) My history class was reading a biography of the life of Abraham Lincoln, so my teacher decided we should visit the museum.
- B) Because my history class was reading a biography of the life of Abraham Lincoln, so teacher decided we should visit the museum.
- C) Since my history class was reading a biography about Abraham Lincoln, so my teacher decided we should visit the museum.
- D) My history class was reading a biography about Abraham Lincoln, so my teacher decided we should visit the museum.

Q.19

- A) The reason for my lateness is because my car would not start.
- B) I am late and the reason is because my car would not start.
- C) The reason I am late is because my car would not start.
- D) I am late because my car would not start.

Q.20

- A) Since I am well aware of your poor behavior, which is so bad that it could almost be called destructive.
- B) Because I am well aware of your poor behavior, which is so bad that it could almost be called destructive.
- C) Although I am well aware of your poor behavior, which is so bad that it could almost be called destructive.
- D) I am well aware of your poor behavior, which is so bad that it could almost be called destructive.

Q.21

- A) I don't know why the doctor is always late; but it seems to be a pattern with him.
- B) I don't know why the doctor is always late; it seems to be a pattern with him.
- C) I don't know why the doctor was always late; it seems to be a pattern with him.
- D) I don't know why the doctor is always late, because it seems to be a pattern with him.

Q.22

- A) Alexander was the supervisor of 8 employees at the firm.
- B) Employees were the number of employees that Alexander supervised at the firm.
- C) Alexander had 8 employees that he was the supervisor of at the firm.
- D) Alexander supervised 8 employees at the firm.

Q.23

- A) The students ate hungrily, drank quickly, and were cheerful about laughing.
- B) The students ate hungrily, drank quickly, and laughed cheerfully.
- C) The students ate hungrily, drank quickly, and are cheerfully laughing.
- D) The students ate hungrily, drank quickly and were cheerfully laughing.

Q.24

- A) I hoped that you would visit, that you would enjoy the city, and that you'd come back.
- B) I hoped that you would visit, that enjoy the city, and that you'd come back.
- C) I hoped that you would visit, that enjoy the city, and that you'd come back.
- D) I hoped that you would visit, that you would enjoy the city, and that you would come back.

Q.25

- A) On Discovery channel last night they showed an informative program about new innovations in medical imaging, which you would have found interesting.
 B) On Discovery channel last night they showed an informative program about innovations in medical imaging, which you would have found interesting.
 C) On Discovery channel last night they showed an informative program about innovations in medical imaging, that you would have found interesting.
 D) On Discovery channel last night there was an informative program about innovations in medical imaging, a program you would have found interesting.

Q.26

- A) Alice may could come to the party tomorrow, if her mother allows her to.
 B) Alice may be able to come to the party tomorrow if her mother allows her to.
 C) Tomorrow, Alice may could come to the party if her mother allows her to.
 D) Tomorrow, Alice may have come to the party if her mother allows her to.

Q.27

- A) It was pretty easy for me to do a decision about where to go to university.
 B) It was pretty easy for me to make a decision about where to go to university.
 C) It was pretty easy for me to have a decision about where to go to university.
 D) It was pretty easy for me to had a decision about where to go to university.

Q.28

- A) Dad's car broke down on the highway but he did not have enough credit on his phone to make a phone call.
 B) Dad's car broke down on the highway but he did not have enough credit on his phone to have a phone call.
 C) Dad's car broke down on the highway but he did not have enough credit on his phone to do a phone call.
 D) Dad's car broke down on the highway but he did not have enough credit on his phone to get a phone call.

Q.29

- A) Penguins are amusing and interesting birds; their natural habitat is the Antarctic.
 B) Penguins are amusing and interesting birds their natural habitat is the Antarctic.
 C) Penguins are amusing and interesting birds, their natural habitat is the Antarctic.
 D) Penguins are amusing and interesting birds: and their natural habitat is the Antarctic.

Q.30

- A) We were eager to get away from our everyday surroundings; our eyes hungered for new sights.
 B) We were eager to get away from our everyday surroundings, our eyes hungered for new sights.
 C) We were eager to get away from our everyday surroundings we longed to see new sights and meet new people.
 D) We were eager to get away from our everyday surroundings: our eyes hungered for new sights.

ANSWER KEY

1	D	6	A	11	B	16	B	21	B	26	B
2	C	7	D	12	D	17	B	22	D	27	B
3	B	8	B	13	C	18	D	23	B	28	A
4	C	9	D	14	D	19	D	24	D	29	A
5	C	10	D	15	B	20	D	25	D	30	A

Noun is a word that refers to a person, (such as Ali or doctor), a place (such as Lahore or city) or a thing, a quality or an activity (such as plant, sorrow or tennis).

5.1 COUNT NOUNS (SINGULAR NOUN – SINGULAR VERB / PLURAL NOUN – PLURAL VERB)

Count noun is a noun which can be counted. Many nouns have two forms: singular and plural.

Examples:

Book, books; day, days, doctor, doctors etc.

Count nouns take *determiners* (*articles, possessives, demonstratives, quantifiers*) when they are used as *singular*.

Examples:

- (i) He got into *the car*.
- (ii) They left *the house* to go for *a walk*.
- (iii) This is *my laptop*.

How to make plurals of singular nouns

- To make the plural form, we normally add *-s*, e.g. tourist, tourists; answer, answers.

Examples:

Every summer Venice is full of *tourist/tourists*.

How many *question/questions* did you answer?

- If a countable noun ends in *-ch, -s, -sh, -x* or *-z*, we form the plural by adding *-es*, e.g. match, matches; bus, buses; dish, dishes; box, boxes; buzz, buzzes, etc.

Examples:

The suitcase was full of stolen *watches/watches*.

In the city center there are two new shopping *complexes/complexes*.

- If a countable noun ends in a *consonant + -y*, we form the plural by changing the *-y* to *-ies*, e.g. hobby, hobbies; party, parties.

Examples:

The hospital is for women who are about to have *babys/babies*.

Oil has made Brunei one of the richest *countries/countries* in Southeast Asia.

- To form the plural of a countable noun ending in *-f* or *-fe*, we normally just add *-s*; e.g. handkerchief, handkerchiefs; roof, roofs.

However, with some countable nouns ending in *-f* or *-fe*, we change the *-f* or *-fe* to *-ves*. This group includes:

calf, calves; half, halves; knife, knives; leaf, leaves; life, lives; loaf, loaves; shelf, shelves; thief, thieves; wife, wives; wolf, wolves.

Examples:

Most of the *shelves/shelves* in the library are empty.

The two women have spent their *lives/lives* helping the poor.

5.2 SINGULAR AS WELL AS PLURAL NOUNS (SINGULAR NOUN – SINGULAR OR PLURAL VERB)

Some count nouns have same forms for both singular and plural.

- i. **Animals:** *sheep, bison, deer, reindeer, moose, greenfly, grouse, etc.*
- ii. **Fish and its kinds:** *fish, cod, shellfish, halibut, mullet, salmon, trout, whitebait, etc.*
- iii. **Flying vehicle:** *aircraft, hovercraft, spacecraft, etc.*
- iv. **Miscellaneous:** *crossroads, dice, fruit, gallows, grapefruit, insignia, mews, offspring, series, species, bourgeois, chassis, corps, patois, precis, rendezvous, etc.*
- v. **Name of a few nationalities:** *Burmese, Chinese, Japanese, Portuguese, Vietnamese and Swiss.*

Examples:

- i. The farmer has several large flocks of long-haired *sheeps/sheep*.
- ii. Santa Claus travels in a sleigh pulled by several *reindeers/reindeer*.
- iii. I had *many rendezvouses/rendezvous* with him.
- iv. I had some perfectly cooked *trouts/trout*.
- v. Tom's sister came with all her *offsprings/offspring*.
- vi. The company makes *chasses/chassis* for vehicles.
- vii. Many *patoes/patois* are used in Pakistan.
- viii. Several *Chiniiese/Chinese* were waiting in the queue.
- ix. *Burmiese/ Burmese* live primarily in the Irrawaddy River basin.

5.3 Non Count Nouns (Singular Noun -- Singular Verb)

Some nouns refer to general things such as qualities, substances, processes, and topics rather than to individual items or events. These nouns have only *one form*, are not used with *numbers*, and are not usually used with the articles '*the*', '*a*', or '*an*'.

- i. **Whole Groups Made up of Similar Items:** *baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, makeup, money/cash/change, postage, scenery, stuff, traffic, accommodation, information, etc.*
- ii. **Fluids:** *water, coffee, tea, milk, oil, soup, gasoline, blood, etc.*
- iii. **Solids:** *ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc.*
- iv. **Gases:** *steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.*
- v. **Particles:** *rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc.*
- vi. **Abstractions:**
 - beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, patience, peace, pride, progress, recreation, significance, sleep, truth, violence, wealth, etc.*
 - advice, information, news, evidence, proof, etc.*
 - time, space, energy, etc.*
 - homework, work, etc.*
 - grammar, slang, vocabulary, etc.*
- vii. **Languages:** *Arabic, Chinese, English, Spanish, etc.*

- viii. **Fields of Study:** *chemistry, engineering, history, literature, mathematics, psychology, etc.*
- ix. **Recreation:** *baseball, soccer, tennis, chess, bridge, poker, etc.*
- x. **Activities:** *driving, studying, swimming, traveling, walking (and other gerunds)*
- xi. **Natural Phenomena:** *weather, dew, fog, hail, heat, humidity, lightning, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity, etc.*

These nouns are not used with *a/an* or *numbers* and are not used in the *plural* and take *singular verb*.

Examples:

- i. Workers at the factory wear protective ~~elothings~~/ *clothing*.
- ii. There ~~were/was~~ *garbage* strewn around everywhere.
- iii. I don't believe in all that ~~stuffs/stuff~~ about ghosts.
- iv. There ~~are/is~~ always a lot of *traffic* in Lahore at this time of day.
- v. We're going to get new *furniture/a new furniture* for the living room.
- vi. Did you play ~~soccers~~/ *soccer* at school?
- vii. ~~Fear/ Fears~~ *begins* to move slowly into their hearts.
- viii. ~~The Thunder/Thunder~~ crashed in the sky.
- ix. ~~The Blood/Blood~~ was pouring out of a cut on her head.
- x. ~~A dried milk/Dried milk~~ keeps better than fluid milk.
- xi. He's making *good progress/a good progress* in math.
- xii. She was absolutely dripping with ~~golds~~/ *gold*.
- xiii. * They showed ~~a great courage/great courage~~.
- xiv. The changing seasons mark the passing of ~~the times~~/ *time*.

Exception:

For something that we perceive as a mass, we use the uncountable form:
Where do you get your hair/hairs cut?

For things that we perceive as individual units, we use the countable form:
There's a hair in my soup.

He has *three hairs* on his shoulder.

Meanings of some nouns change when used in plural.
Airs, woods, goods, etc.

I hate the way she puts on *airs*.

5.4 NON COUNT NOUN AS COUNT NOUN (SINGULAR/PLURAL NOUN – SINGULAR/PLURAL VERB)

Some non-count nouns can be made countable. To refer to one or more quantities of an uncountable noun, expressions such as *a piece of, a bit of, a drop of, a glass of, an item of, a sheet of, a slice of, a packet of, a grain of, a loaf of*, or words for containers and measures must be used:

~~His lawyer produced an important new evidence.~~

His lawyer produced a piece of important new evidence.

~~He bought a very expensive furniture for his new apartment.~~

He bought a very expensive piece of furniture for his new apartment.

~~Maggie always has some exciting news when she comes to see us.~~

Maggie always has *some* exciting *bits of news* when she comes to see us.
~~I think we'll need five cement for the patio.~~
 I think we'll need five bags of cement for the patio.
~~There's a milk in the fridge for you.~~
 There's a liter of milk in the fridge for you.
~~I bought you a chocolate.~~
 I bought you a bar of chocolate.

5.5 SINGULAR NOUNS (PLURAL IN FORM – SINGULAR VERB)

Some nouns which end in '-s' and look as if they are plural; are, in fact, non-count nouns. This means that when they are the *subject* of a verb, the *verb is singular*.

These nouns refer mainly to subjects of study, activities, games and diseases.

- i. Name of subjects of study: *acoustics, aerodynamics, aeronautics, classics, economics, electronics, genetics, linguistics, mathematics, mechanics, obstetrics, physics, politics, statistics, thermodynamics, etc.*

Mathematics ~~are~~/is easy for her. Physics is easy for her too.

Politics ~~play~~/plays a great role in village life.

Economics ~~are~~/is the oldest of the social sciences.

- ii. Names of sports and activities: *logistics, aerobics, athletics, gymnastics, bowls, etc.*

Aerobics ~~are~~/is great fun – you should try it!

Gymnastics ~~look~~/looks difficult, and it is.

Bowls ~~have~~/has been popular in Britain for about 600 years.

- iii. Names of games: *billiards, dominoes, cards, darts, draughts, skittles, tiddlywinks, etc.*

Short dominoes ~~run~~/runs until one player reaches 100 points.

- iv. Names of diseases: *diabetes, measles, mumps, rabies, rickets, shingles, etc.*

Measles ~~are~~/is a relatively harmless disease.

Diabetes ~~are~~/is an illness.

- v. Sometimes a proper noun that ends in -s is singular. If the noun is changed to a pronoun, the singular pronoun *It* is used (not the plural pronoun *they*) because the noun is singular.

In *The United States* = *it* (not *they*)

The Philippines ~~consist~~/consists of more than 7,000 islands.

The United Nations ~~have~~/has its headquarters in New York City.

Harrods ~~are~~/is a department store.

- vi. News: *News* is singular and takes a singular verb.

The news ~~are~~/is not very good, I'm afraid.

- vii. Expressions of time, money, and distance usually require a singular verb.

Eight hours of sleep ~~are~~/is enough.

Ten dollars ~~are~~/is too much to pay.

Five thousand miles ~~are~~/is too far to travel.

NOTE:

Some of these nouns can have normal singular and plural forms when they have their meaning.

These statistics are rather complicated. (= these figures)

His *politics are* very left-wing. (= his political opinions)

5.6 ALWAYS PLURAL NOUNS

Two special groups of nouns are usually plural nouns referring to clothes and some other things that people wear, and nouns referring to tools and some other things that people use. This is because some clothes and tools, such as 'trousers' and 'scissors' are made up of two similar parts. When we want to refer to these items in general, we use the plural form with no article.

- i. Some plural nouns which refer to *clothes* and other things that people wear:
Bermudas, braces, briefs, cords, corduroys, culottes, dungarees, flannels, flares, galoshes, glasses, jeans, jodhpurs, knickerbockers, knickers, leggings, overalls, panties, pants, pyjamas, shorts, slacks, specs, spectacles, sunglasses, tights, trousers, trunks, underpants
- ii. Plural nouns which refer to *tools* and other things that people use:
Binoculars, clippers, compasses, dividers, field-glasses, nutcrackers, pincers, pliers, scales, scissors, secateurs, shears, tongs, tweezers
- iii. Other nouns which are always plural in form
Belongings, outskirts, clothes, premises (buildings), congratulations, savings (money), earnings, stairs, goods, surroundings, likes/dislikes, thanks, arms (weapons, arrears, congratulations, contents, costs (money that the loser of a legal action has to pay), credentials, customs (e.g. at an airport), damages (compensation awarded to the winner of a legal action), directions (instructions), dregs, essentials, expenses (money that people spend while doing their work), greens (vegetables), grounds, headquarters, lodgings, looks (appearance), manners (behavior), morals, odds, pains (effort), particulars (details), proceeds, prospects, provisions (food supplies), qualifications, qualms, quarters (lodgings), refreshments, regards (good wishes), remains, scales (as in 'bathroom scales'), shortcomings (faults or weaknesses), supplies, surroundings, talks, travels, the tropics (the hottest part of the world), underpants, valuables, whereabouts etc.

Examples:

Please ensure that you take all your **belonging/belongings** with you as you leave the aircraft.
 They live on the **outskirt/outskirts** of Frankfurt, almost in the countryside.
 My **eloth/clothes** are wet. I'll have to go **upstair/upstairs** and change.
 She spent all her **savings/savings** on a trip to South America.
 My tweezers **is/are** broken.
 Her scissors **was/were** stolen.
 The glasses **has/have** slipped down his nose again.

Note 1: These nouns are uncountable because we cannot use numbers with them. However, we use number with them by using expressions like "pair".
~~I bought two trousers.~~ I bought two pairs of trousers.
~~We bought a new pants.~~ We bought a new pair of pants.
~~They're advertising two glasses for the price of one.~~
 They're advertising **two pairs of glasses** for the price of one.

Note 2: Numbers like hundreds, thousands, millions, dozens, etc. when used as nouns, take 's' and are used with plural verbs.
 There are **dozen/dozens** of different dyes to choose from.
 The damage will cost **thousand/thousands** of dollars to repair.

5.7 COLLECTIVE NOUNS

A collective noun is a word which refers to a group, e.g. *crowd, family, team*.

- i. However, when we consider a *crowd, family, team, etc.* as a group, we use a singular verb:
The team has been banned from playing in Europe.

The audience *was* larger than average and the concert was a success.

The government *is* hoping that online voting will attract more young people to vote.

Manchester United *is* the world's most famous football club.

- ii. When we consider a *crowd, family, team, etc.* as a number of separate individuals, we use a plural verb:

The team were all running towards the referee.

The audience *were* all cheering wildly.

The government *are* all very nervous about the report, which will be published tomorrow.

Manchester United *are* looking forward to meeting Valencia in the final next week.

Here is the list of some common collective nouns.

Aristocracy, army, audience, brood, cast, committee, community, company, council, crew, data, enemy, family, flock, gang, government, group, herd, jury, media, navy, nobility, opposition, press, proletariat, public, staff, team

- iii. When a collective noun is used with a singular determiner (e.g. *a/an, each, its, this*), the verb is singular:

This class is getting a new teacher next week.

- iv. When a singular collective noun is used with a plural determiner (e.g. *their*), the verb is plural:

The class were asked to stay in *their* seats.

- v. When the verb after a collective noun is singular (*'is'*), all other forms which refer to the noun are singular (*'its'*). When the verb after a collective noun is plural (*'are'*), all other forms which refer to the noun are plural (*'their'*).

The company *is* trying to solve *its/their* problem by reducing expenditure.

The company *are* trying to solve *their/its* problem by reducing expenditure.

- vi. Some collective nouns are always used in plural form.

Clergy, people, police, poultry, and vermin, cattle, gentry, etc.

These poultry *is/are* mine.

Whose *is/are* these cattle?

Vermin *destroys/destroy* our property and carry disease.

Who *are/is* those people (= persons)?

There *are/is* few gentry in this town.

- vii. Group words

Group words (sometimes called collective nouns) are nouns which refer to groups of people, animals or things. There are special group words for particular combinations of people, animals and things:

Group word

Common combinations

Bunch

flowers (and types of flowers such as roses, tulips), grapes,
cherries (and other similar fruit), keys

Crowd

people, onlookers, admirers, protesters, shoppers

Flock

sheep, birds (and types of birds such as pigeons, geese)

NOUN

Gang	workers, kids, youths, teenagers, thieves, criminals
Group	(can be used with most nouns)
Herd	sheep, cattle, cows, goats (and similar animals)
Pack	wolves, dogs, hyenas, cards, lies
Set	glasses, cups, plates, keys, tools (and other objects which form a group because they share the same features), rules, standards
Shoal	fish (and types of fish such as herring, cod)
Swarm	bees, flies, ants (and other insects)
Team	scientists, researchers, experts, designers, detectives

Group words take a singular verb when they are used in the singular, and a plural verb when they are used in the plural:

A team of experts was called in to investigate the problem.

There was a flock of about 30 sheep in the field.

Gangs of youths were fighting one another in the streets.

There were swarms of flies everywhere.

Exception:

Head is always used as plural without the addition of 's'. e.g.
He has 200 ~~heads~~/head of cattle.

5.8 FOREIGN NOUNS

There are words which are borrowed from other languages, especially Latin, and which still form their plurals according to the rules of those languages. Many of them are technical or formal, and some are also used with a regular 's' or 'es' plural ending in non-technical or informal contexts.

- i. Some nouns ending in 'us' have plurals ending in 'i'.
focus => foci, nucleus => nuclei, radius => radii, stimulus => stimuli
fungus => fungi.
- ii. Some nouns ending in 'um' have plurals ending in 'a'.
aquarium => aquaria, memorandum => memoranda, referendum => referenda,
spectrum => spectra, stratum => strata, curriculum => curricula
- iii. Most nouns ending in 'is' have plurals in which the 'is' is replaced by 'es'.
analysis => analyses, axis => axes, basis => bases, crisis => crises,
diagnosis => diagnoses, hypothesis => hypotheses, neurosis => neuroses,
parenthesis => parentheses
- iv. Some nouns ending in 'a', the plurals are formed by adding 'e'.
larva => larvae, vertebra => vertebrae, antenna => antennae,
formula => formulae, nebula => nebulae

Note:

Some, such as 'antenna', 'formula', 'amoeba', and 'nebula', also have less formal plurals ending in 's'.

- v. Other nouns form their plurals in other ways. Some of these have two plural forms, one formed with 's' and one formed in a different way. Usually the form with 's' is used in less formal English.

appendix => appendices or appendixes, automaton => automata or automatons, corpus => corpora, criterion => criteria, genus => genera, index => indices or indexes, matrix => matrices, phenomenon => phenomena, tempo => tempi or tempos, virtuoso => virtuosi or virtuosos, vortex => vortices

Examples:

The *radius/radii* of this wheel is 30 cm.

People from all social *stratum/strata* were in the party.

I have a *corpora/corpus* of 100 million words of spoken English.

5.9 COMPOUND NOUNS

Some nouns consist of more than one word. These are compound nouns. Compound nouns can be formed in different ways. The most common way is to put two nouns together (noun + noun); other common types are adjective + noun and verb + noun.

Noun + Noun

Car park, Iceland, shopkeeper, website

Adjective + Noun

Blackberry, grandstand, greenhouse, small talk

Verb + Noun

Breakwater, fall-guy, go-kart runway

• Writing compound nouns

Many compound nouns are written as one word, but some are written with hyphens or spaces. In modern English, hyphens are less common than they were in the past. A good learner's dictionary will tell you how each compound is usually written.

Examples of one word

Bathroom, sheepdog, windscreen

Examples of hyphens

Check-in fire-fighter, son-in-law

Examples of spaces

Bottle opener, New Year's Day, Prime Minister

• Plurals of compound nouns

We form the plural of most compounds by adding a plural ending to the last part of the compound:

We saw some large *greenhouses* with vegetables growing in them.

They're building two new *car parks* in town.

He took some *hundred-rupee notes* from his pocket.

~~I have a five hundreds note.~~

I have a *five hundred* note.

~~She has bought two dozens apple.~~

She has bought two *dozen* apples.

Exception:

The compounds mother-in-law, brother-in-law, etc. form their plurals on the first noun:

~~I've got one brother-in-law and two sister-in-laws.~~

I've got one brother-in-law and two sisters-in-law.

NOUN

5.10 ADJECTIVES: USED AS NOUNS

Some adjectives are used as nouns ('the poor', 'the blind', 'the insane') and some past participles are used as nouns ('the retired', 'the disabled', 'the uneducated'). These words are nearly always used with *the* and refer to all the members of a class or group.

Why do *the deaf* receive such little sympathy? (all deaf people)

The injured were taken to hospital. (all the people who were injured)

We cannot use them with determiners that have a singular meaning, e.g. *a/an. another, each.*

~~She has spent most of her life helping *the poors*.~~

She has spent most of her life helping *the poor*.

5.11 POSSESSION

• Use of possessive 's

- i. We use apostrophe s ('s), also called *possessive 's*, as a determiner to show that something belongs to someone or something:

Is that Olivia's bag?

Britain's coastline is very beautiful.

- ii. We can also use it in complex noun phrases:

Greg is *her youngest daughter's* husband.

- iii. We can use two possessive 's constructions in the same noun phrase:

We went to *Jake's father's* funeral.

- iv. We also use possessive 's to talk about time and duration:

Is that *yesterday's* paper?

• Rules for using possessive 's

- i. We use 's after a singular noun and ' after a plural noun.

Examples:

singular noun + 's The *girl's* bedroom (The bedroom belongs to one girl.)

plural noun + ' The *girls'* bedroom (The bedroom belongs to more than one girl.)

- ii. We use 's with irregular plural nouns (e.g. children, men, people, women):

Examples:

The *children's* parents decided which university they would go to.

They have no respect for other *people's* property.

- iii. With compound nouns, we add 's to the final noun:

Examples:

~~My *sister's-in-law* friend came with us.~~

My *sister-in-law's* friend came with us.

- iv. We don't usually use the possessive 's with things:

Examples:

~~Slowly, I turned *the door's* handle.~~

Slowly, I turned the door handle.

~~His job is to clean *the shop's* window.~~

His job is to clean *the shop* window.

- v. In short answers, we can omit the noun if it is not necessary to repeat it:

~~Is that your coat? No, it's *Sandra's* coat.~~

- Is that your coat? No, it's *Sandra's*.
- vi. We use *possessive 's* with words such as *one, anyone, someone, anybody, somebody*:
~~It's important to know *ones rights* as a tenant.~~
 It's important to know *one's rights* as a tenant.
~~Is this *someones'* coat here?~~
 Is this *someone's* coat here?
- vii. When we use *else* with these words, the *'s* is added to *else*:
~~Why didn't you come? *Everyone else* husband was there.~~
 Why didn't you come? Everyone *else's* husband was there.
- viii. The pronoun *other* has the same forms as nouns. We add *'s* to the singular form, and we add an apostrophe after the plural *-s* ending in the plural form:
~~They took *each others* hand and started walking.~~
 They took *each other's* hand and started walking.
~~All of our luggage arrived but *the other's* cases didn't.~~
 All of our luggage arrived but the others' cases didn't.
- ix. We don't use *'s* with possessive pronouns:
~~Is that dog *your's*?~~
 Is that dog *yours*?
~~I think that car is *theirs'*.~~
 I think that car is theirs.
- x. We don't use *'s* with the possessive determiner *its*. *It's* means '*it is*':
~~The city is proud of *it's* parks.~~
 The city is proud of its parks.

▪ Possessives with of

Noun phrase + of + possessive pronoun

- i. We can talk about possession using the pattern: noun phrase + of + possessive pronoun:
A friend of mine told me that all of the tickets have already sold out.
 He's gone to pick up *a cousin of his* at the station.
 Is Linda McGrath a close *friend of yours*?
- ii. We use a possessive pronoun, not the object form of the pronoun:
~~*A neighbour of me* called late last night.~~
 A neighbour of mine called late last night.
- iii. We can also use the noun phrase + of pattern before a noun phrase with *possessive 's*.
Noun phrase + of + possessive 's noun phrase
 He's *a brother of Maria's*.
A friend of my father's has opened a café.
 She was *a daughter of the President's*.
- iv. *'s or of or either?*
 There are some general rules about when to use *'s* and when to use *of*, but there are many cases where both are possible:
The film's hero OR *The hero of the film*
The car's safety record OR *The safety record of the car*
The report's conclusion OR *The conclusion of the report*

NOUN

- v. Sometimes when we first mention a noun, we use *of*, and later when we refer to it again, we use *'s*:

The *mountains of Pakistan* are mostly in the north. At least one hundred of them are above 7,000 metres ... Most of *Pakistan's mountains* are in the spectacular Karakoram Range.

- vi. We don't use *'s* when the noun is not a person, animal, country, organisation, etc., or when the noun phrase is very long:

The name of the ship was 'Wonder Queen'. (preferred to ~~*The ship's name*~~ was 'Wonder Queen'.)

The house of the oldest woman in the village. (preferred to ~~*The oldest woman in the village's house*~~.)

- vii. When we are talking about things that belong to us, relationships and characteristics of people, animals, countries, categories, groups or organisations made up of people, we usually use *'s*:

~~*The dressing room of the men*~~ is on the left at the end of the corridor.

The men's dressing room is on the left at the end of the corridor.

~~*The paw of the cat*~~ was badly cut.

The cat's paw was badly cut.

5.12 NOUN VS VERB

- i. Affect is nearly always a verb. The noun is normally **effect**. Compare:

The new tax laws are likely *to affect* exports.

The new tax laws are likely to have *an effect* on exports.

He described some of the harmful *affects/effects* of smoking.

- ii. Advice is a noun, and advise is a verb.

She gives really good *advice*.

Can you *advise* me?

I'd strongly *advise* against making a sudden decision.

- iii. Practise is a verb, and practice is a noun.

I need to *practise* playing guitar more.

I learnt a lot at that *practice* session.

Note: In American English, practise is also spelt as practice.

- iv. Halve (verb): If they defend better they can *halve* the amount of goals they concede.

Half (noun): Improving their defence would reduce the goals they concede by *half*.

The potatoes will cook more quickly if you *half/halve* them before you put them in the oven.

- v. Bath is a noun and bathe is a verb.

He took a *bath/bathe*.

Children like to *bathe/bath* in the rain.

- vi. Breath is noun, and breathe is a verb.

She was dizzy and short of *breath/breathe*.

- vii. Envelope is a noun, and envelop is a verb.

He put the *envelope/envelop* on the table.

TEST ON NOUN

Spot the error:

In the first type of sentences, some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected.

- Q.1 Although I hoped my departure wouldn't affect your behavior, the negative affect was clear.
A) B) C) D)
- Q.2 Many different varieties of native dresses are on display at the museum of natural history, including children's play shorts.
A) B) C) D)
- Q.3 There is a large amount of sugars in the brownies, so they should not be eaten frequently.
A) B) C) D)
- Q.4 Hundred of lives were lost in this catastrophe and millions upon of dollars worth of damage was done.
A) B) C) D)
- Q.5 The wage of sin is death but the gift of God is eternal life.
A) B) C) D)
- Q.6 Your hair is black but I see two blonde hair on your jacket!
A) B) C) D)
- Q.7 A number of hula hoops has disappeared.
A) B) C) D)
- Q.8 The number of hula hoops have increased.
A) B) C) D)
- Q.9 I packed my suitcase, bag, and briefcase for my trip. I took all my luggages.
A) B) C) D)
- Q.10 Man's three pounds brain is the most complex.
A) B) C) D)
- Q.11 In the modern times, the honesty does not seem to be the good policy any more.
A) B) C) D)
- Q.12 When I entered the room, I saw two young beautiful females.
A) B) C) D)
- Q.13 We decided to buy three litre of gasoline before driving to the party.
A) B) C) D)
- Q.14 Chris has always been fascinated by the zebras.
A) B) C) D)
- Q.15 As Ali stared at moon, he thought about the past.
A) B) C) D)

NOUN**DIRECTIONS:**

In each question in the following, four alternative sentences are given. Choose the **CORRECT** one and fill the circle corresponding to that letter in the answer sheet.

- Q.16 A) Ninety percent of us don't have a clue how to wear fashion accessories such as scarves.
 B) Ninety percent of us doesn't have a clue how to wear fashion accessories such as scarves.
 C) Ninety percent of us don't has a clue how to wear fashion accessories such as scarves.
 D) Ninety percent of us dono't have a clue how to wear fashion accessories such as scarves.
- Q.17 A) A number of my friends weren't wear shoes with pointed tips.
 B) A number of my friends doesn't wear shoes with pointed tips.
 C) A number of my friends aren't wear shoes with pointed tips.
 D) A number of my friends don't wear shoes with pointed tips.
- Q.18 A) The number of women who refuses to wear uncomfortable shoes were increasing
 B) The number of women who refuse to wear uncomfortable shoes are increasing
 C) The number of women who refuse to wear uncomfortable shoes is increasing
 D) The number of women who refuses to wear uncomfortable shoes have been increasing
- Q.19 A) One half of the women think high-heels make their feet their feet look smaller.
 B) One half of the women thought high-heels make their feet their feet look smaller.
 C) One half of the women thinks high-heels make their feet their feet looked smaller.
 D) One half of the women thinks high-heels made their feet their feet look smaller.
- Q.20 A) The fashion news are "Wear what you want!" this year.
 B) The fashion news is "Wear what you want!" this year.
 C) The fashion news were "Wear what you want!" this year.
 D) The fashion newses have been "Wear what you want!" this year.
- Q.21 A) The United States has several fashion designers and so do the Philippines.
 B) The United States have several fashion designers and so does the Philippines.
 C) The United States has several fashion designers and so does the Philippines.
 D) The United States had several fashion designers and so has the Philippines.
- Q.22 A) A majority of the fashion designs is sewn in China.
 B) A majority of the fashion designs has sewn in China.
 C) A majority of the fashion designs was sewn in China.
 D) A majority of the fashion designs are sewn in China.
- Q.23 A) We decided to take airplane to Toronto to see a CN Tower.
 B) We decided to take an airplane to Toronto to see the CN Tower.
 C) We decided to take airplane to the Toronto to see the CN Tower.
 D) We decided to take a airplane to Toronto to see the CN Tower.
- Q.24 A) Because he did not have an invitation, the girls object to him going.
 B) Because he did not have an invitation, the girls objected to him going.
 C) Because he did not have an invitation, the girls objected to his going.
 D) Because he did not have an invitation, the girls object to his going.

- Q.25 A) Johns climb to fame was more rapid than his brother.
 B) John's climb to fame was more rapid than that of his brother's.
 C) John's climb to fame was more rapid than for his brothers.
 D) John's climb to fame was more rapid than his brother's.
- Q.26 A) He gave me an advice but I did not act at his good piece of advice.
 B) He gave me a piece of advice but I did not act upon his good piece of advice.
 C) He gave me a advice but I did not act upon his good piece of advice.
 D) He gave me advices but I did not act on his good piece of advice.
- Q.27 A) I found it difficult to find friends and felt very lonely.
 B) I found it difficult make friendship and felt very lonely.
 C) I found it difficult to make friends and felt very lonely.
 D) I found it difficult making friends and felt very lonely.
- Q.28 A) In the world cup 2011, we had a better play of cricket.
 B) In the world cup 2011, we had a good plays of cricket.
 C) In the world cup 2011, we had a good games of the cricket.
 D) In the world cup 2011, we had a good game of cricket.
- Q.29 A) When the police reached, the thief had gone out by the window of the house.
 B) When the police reached, the thief had gone out by the house's window.
 C) When police had reached, the thief had gone out by the houses' window.
 D) When the police reached, the thief had gone out by the houses window.
- Q.30 A) People do often do the same mistakes.
 B) Peoples do often the same mistakes.
 C) People often make the same mistakes.
 D) People often repeat the same mistakes again.

ANSWER KEY

1	C	6	D	11	B	16	A	21	C	26	B
2	B	7	B	12	D	17	D	22	D	27	C
3	C	8	C	13	B	18	C	23	B	28	D
4	A	9	D	14	D	19	A	24	C	29	A
5	A	10	B	15	B	20	B	25	D	30	C

ARTICLE

ARTICLE

A/An and *The* are articles. They are a type of *determiner* and they go before a noun.
A/An (the indefinite article) before a noun shows that what is referred to is not already known to the speaker, listener, writer and/or reader:
 Do you have *a car*? I live in *an apartment*.
The (the definite article) before a noun shows that what is referred to is already known to the speaker, listener, writer and/or reader:
 Where did we park *the car*? We had to paint *the apartment* before we sold it.

6.1 A/An

- i. Before a vowel sound, we use *an*. Otherwise, we use *a*.

a + CONSONANT SOUND

a banana

a chicken

an + VOWEL SOUND

an orange

an egg

- ii. In most cases, the letters 'e', 'o' and 'u' are pronounced as vowels but sometimes they are pronounced as consonants:

a + CONSONANT SOUND

a European

a one-way street

a university

Examples:

Sending young people to prison is *a/an* enormous mistake.

All applicants must possess *a/an* university degree.

an + VOWEL SOUND

an English lesson

an only child

an umbrella

- iii. When the next word begins with the letter 'h', we use *a* if the 'h' is pronounced, and *an* if the 'h' is silent. This means that we follow the same rule as above: *a* before consonant sounds and *an* before vowels.

a + CONSONANT SOUND

a hard question

a huge house

an + VOWEL SOUND (silent 'h')

an honest answer

an hour's delay

Note: Nowadays, very few words begin with a silent 'h'. The most common are *heir*, *honest*, *honour*, *hour* and all the words which come from these, e.g. *heirloom*, *honorary*, *honourable*, *hourly*. Some people still pronounce *hotel*, *historian* and *habitual* with a silent 'h', but this usage is disappearing.

Examples:

It takes me about *a/an* hour to get to work.

He had never been inside *a/an* hospital before.

- iv. We use *an* before an abbreviation or letter beginning with a vowel sound and *a* before an abbreviation or letter beginning with a consonant sound:

a + CONSONANT SOUND

a B.Sc

a V.I.P

an + VOWEL SOUND

an M.Sc

an R.A.F

a UK passport

a 'b'

a 'k'

a 'u'

an IOU

an 's'

an 'n'

an 'e'

The letters which begin with a vowel sound are: 'a', 'e', 'f', 'h', 'i', 'r', 'm', 'n', 'o', 'r', 's', 'x'. All other letters begin with a consonant sound.

Examples:

I'm studying for *a/an* MA in history.

I always use *a/an* HB pencil.

He had spelt the word with *an/a* 's' instead of *an/a* 'p'.

- v. We use *an* before a number beginning with a vowel sound and *a* before a number beginning with a consonant sound:

a + CONSONANT SOUND

a '3'

a '5'

a '12'

an + VOWEL SOUND

an '8'

an '11'

an '18'

Example:

After the wedding, there was *an/a* 8-course meal.

- vi. If there is an adjective or an adverb-adjective combination before the noun, *a(an)* should agree with the first sound in the adjective or the adverb-adjective combination.

Examples:

He is *a/an* excellent teacher.

I saw *a/an* really beautiful eagle at the zoo.

- vii. We do not use *a/an* before uncountable nouns, e.g. 'advice', 'information', 'traffic', 'patience'. When we talk about an indefinite quantity of something, we normally use *some*:

She poured *some milk* into a tall glass.

I'd like *some information* about medical insurance.

In questions and negative sentences, we usually replace *some* with *any*.

Is there *any* milk left?

We don't have *any* information about medical insurance.

When an uncountable noun refers to something in general, it is used without a determiner:

Most babies like *milk*.

Computers make it very easy to transfer *information*.

Examples:

She needs *a/some* good advice about choosing a career.

They couldn't give me *a/any* detailed information.

I don't like driving in *a* heavy traffic.

To teach young children, you need *a* patience.

ARTICLE

- viii. When we need to emphasize 'how many', we use *one*. (NOT *a/an*) Compare:

Luckily, only *one saucer* was broken. (not two, three, etc.)

Luckily, only *a saucer* was broken. (not a cup, plate, etc.)

Examples:

Luckily, only *a/one* person was injured.

A/One girl said that she liked the book, but the others hated it.

- ix. *A* and *an* are called indefinite articles. "*Indefinite*" means "not specific" We use *a/an*, when we are talking about a thing in general, NOT a specific thing.

Examples:

I need *a* phone. (Not a specific phone, any phone)

Mark wants *a* bicycle. (Not a particular bicycle, a bicycle in general)

Do you have *a* driver's license? (In general)

- x. *A/An* can be used like the word "per".

Examples:

Apples currently cost \$1.30 *a/the* pound.

Cheetahs can run 60 miles *the/an* hour.

You want \$150 *a/the* person for the tour?

- xi. *Little* and *few* are quantifiers meaning '*some*'. *Little* and *few* have negative meanings. We use them to mean 'not as much as may be expected or wished for'. We use article *a* to make them give a positive meaning.

Examples:

All she wanted was *a few* moments on her own. (some, a small number)

She had *few* moments on her own. (not many/almost none)

She saves *a little* money every month. (some, a small amount)

They had *little* money to spend. (not much/almost nothing)

- xii. We use article *a/an* when we want to use a person's name that is unknown for both writer/speaker and reader/listener.

We sent the package to *a Mr. Green* and the letter to *a Mrs. Harrison*.

6.2 THE

- i. *The* is called a definite article. "*Definite*" means "specific". Use *the* when talking about something which is already known to the listener or which has been previously mentioned, introduced, or discussed.

Example:

I have *a* cat. *The* cat is black.

There is *a* book in my backpack. *The* book is very heavy.

Do you know where I left *the* car keys? (The listener knows which specific car keys you are talking about)

Do you own *a* car? Is *the* car blue? (You assume they do have a car after asking about it in the first sentence.)

Nobody lives on *the* Moon. (the moon is known to everyone)

Each school in Lahore is surrounded by *the/a* brick wall. *The/A* wall is for security reasons.

- ii. Many clauses and phrases make the noun known to the listener by telling the listener which person or thing we are talking about. Let's look at an example sentence:

Can you give me *the* book *on the table*?

We use *the* in this sentence because the phrase "*on the table*" tells the listener which book we are referring to. We are not talking about other books, we are talking about a specific book that the listener can see or already knows about.

Examples:

Did you read *the* book *which I gave you*?

He didn't like *the* movie *that you suggested*.

He loved *the* dessert *with chocolate and cherries*.

The phone *on my desk* belongs to Ken.

Did you know *the* man *who was talking to Leonie*?

HOWEVER: Not all clauses and phrases make the noun known to the listener. Some are simply descriptive. They add extra information, but they do not tell the listener which specific thing we are talking about.

Examples:

He bought *a* house *with a big backyard*. (this combination tells the listener what kind of house he bought, but not the specific house he bought.)

- iii. We use *the* when using ordinal and cardinal numbers such as "the first", "the second", "the third", "the next", "the last", "the previous", "the following", "the penultimate", etc.

Examples:

This is *the fifth* day of our conference.

I'll pay *the next* time we have dinner.

Don't forget *the following* rule.

Exceptions:

- a) We don't use *the* before ordinal number when we talk about ideas.

Examples:

First, place the flour in the bowl. *Next*, add milk. Finally, mix in sugar.

First, read the summary. *Second* write down your comment.

- b) We do not use *the* using ordinal numbers or words when we talk about specific periods of time.

Examples:

We are going to grandmother's house *next* spring.

My brother came to visit *last* Eid.

- c) We do not use *the* using ordinal numbers or words that refer to *prizes*.

Examples:

Congratulations, you got *first* prize!

ARTICLE

- iv. We can use *by the* to say how something is measured.

Boats can be hired *by the day*.

Carpets are sold *by the square metre*.

- v. Use *the* with superlatives such as "*the best*", "*the biggest*", "*the most important*", "*the least interesting*", etc.

Examples:

This is *the best* day ever.

That is *the most expensive* hotel room I've ever heard of in my life.

He told *the funniest* joke!

Note: *The* is often used with comparative forms (bigger) when comparing only two things.

This is commonly used in phrases such as "*the bigger of the two*".

Examples:

Jessie and Shauna are both smart. But I think Shauna is *the smarter* of the two.

Between Jason's son and his daughter, his daughter is *the better* athlete.

- vi. Do not use articles when generalizing about uncountable nouns and plural countable nouns.

Examples:

Curiosity is a great trait. (Uncountable)

Water is an important resource. (Uncountable)

Vegetables are good for you. (Plural countable)

However:

We use *the* when the meaning is more specific.

Sugar is bad for your teeth. (here sugar means all sugar, sugar in general)

Pass *the sugar*, please. (the sugar means the sugar on the table where we are sitting)

Children don't like long walks. Can you look after *the children* for us?

Without *oil*, our industry would come to a halt.

The oil I got on my trousers won't wash out.

- vii. We use *the* with the names of:

Oceans, seas, coasts, rivers, swamps, archipelagos, collections of lakes (such as the Great Lakes), mountain chains, deserts, references on the globe (such as the Equator, the North Pole), geographic regions (such as the Northwest, the Middle East)

bridges (except Tower Bridge), hotels, theaters, museums, institutes, skyscrapers, the Sun, the Moon, extraordinary works of art or architecture (such as the Mona Lisa, the Colosseum, the Great Wall of China, and the Taj Mahal)

Examples:

James visited *the Hermitage*, a famous museum in St. Petersburg.

I would love to visit *the North Pole*.

Nina walked over *the Rialto Bridge*.

The Pacific Ocean is the largest body of water in the world.

The Red Sea passes through Egypt.

- viii. Nouns referring to musical instruments can be used in the singular with *the* when we are talking about someone's ability to play a particular kind of instrument.

You play *the oboe*, I see,' said Simon.
Geoff plays *the piano* for hours.

- ix. Nouns referring to living things can be used in *the singular* with '*the*' when we are making a statement about every member of a species.

The swift has long, narrow wings. It means that all swifts have long, narrow wings.
The primrose can grow abundantly on chalk banks.
Australia is the home of *the Kangaroo*.

- x. A noun referring to a part of the human body can be used with '*the*' to refer to that part of anyone's body.

These arteries supply *the heart* with blood.
It is irritating when breathed into *the lungs*.

- xi. We use '*The*' for currencies when we talk about their general value.

The U.S. dollar has risen against *the yen* but fallen against *the euro*.
The pound closed slightly down at \$1.534.

- xii. Many newspaper titles, full or abbreviated, are preceded by *the*:

Examples:

the Manchester Guardian (the Guardian), the New York Times (the Times), the Wall Street Journal (the Journal), the Washington Post (the Post), the Dawn.

- xiii. We use *the* with the names of governmental bodies and titles of officials:

Examples:

the Department of Commerce, the Treasury Department, the Federal Bureau of Investigation (the FBI), the Central Intelligence Agency (the CIA), the President, the Prime Minister, the Vice President, etc.

- xiv. *The* is used when we are comparing two sets of things in a single sentence (*a double comparative*).

Examples:

The harder the exam, the more I like it.
The higher you go, the colder it becomes

- xv. We use '*The*' for invention.

The Wright brothers invented *the airplane*.
The computer is changing the way we work.

- xvi. Generally, articles are not used with the names of illnesses or diseases.

Examples:

Dr. Smith visits schools and universities to educate students on *AIDS*.
Oncologists are doctors who specialize in treating *cancer*.
There are several medications that can be used to treat *malaria*.

ARTICLE

Exceptions: There are some illnesses which require *The*. *The measles, the flu, the mumps, the bubonic plague*

They don't set up with people that's got *the mumps*.

- xvii. If a direction (*north, west, southeast, left, and right*) directly follows a verb, we do not use an article with the direction.

Examples:

We need to walk *south*.

They drove *north* all day.

At the stop sign, turn *left* and walk three blocks.

Note: If a direction follows a preposition, we must use *the*.

Examples:

We need to walk *to the south*.

Our house is *in the north*.

The grocery store is *on the right*.

MOREOVER: We use *the* with compass directions when referring to them as special geographic or cultural regions.

Examples:

We love *the South*.

Have you ever visited *the East*?

The West has better national parks.

- xviii. *The* can be used with plural family names to refer to the family as a group.

Examples:

The Chaudhrys of Gujrat is a famous political family.

The Shinoharas are originally from Japan.

My brother lives next door to *the Jacksons*.

- xix. We can use *the* before some adjectives of nationality and before some other to make generalizations.

The English traditionally have afternoon tea.

The poor should be helped.

Exception: When generalizing about nationalities or ethnic groups that end in "-ans", such as "Americans", "Mexicans", and "Hawaiians", *the* is not usually used.

Examples:

Americans watch a lot of TV.

Germans drink a lot of beer.

- xx. We do not use *the* with the names of most countries unless the name contains a word such as "States", "Kingdom", "Republic", "Emirates", "Union", "Coast", etc.

Examples:

I love *Italy*.

John used to live in *Japan*.

He lives in *the United States*.

SIMILARLY: We don't use *the* with *states, provinces, and cities* unless *the* is specifically part of the name or contains a word such as "Territory" or "Coast".

Examples:

He lives in *California*.

Ladakh is in *India*.

Punjab is Pakistan's second largest province, after Balochistān.

The Northwest Territories is a province in Canada.

EXCEPTIONS: *The* is used with "*the Netherlands*" as well as with many nations which are island chains, such as "*the Philippines*", "*the Maldives*", "*the Bahamas*", etc. Additionally, in the past, *THE* was used with certain countries such as "the Sudan", "the Gambia", and "the Congo"; this usage is becoming less common.

Examples:

He lives in *the Netherlands*.

I visited *the Bahamas* last year.

- xxi. We do not use article with the names of languages, used as nouns. But if the name of language is used as an adjective *The* is used.

Examples:

I want to learn *Russian*. (used as a noun)

I want to learn *the Russian* language. (used as an adjective)

- xxii. We do not use an article with:

individual lakes, individual islands, planets (except the Earth), beaches, waterfalls, individual mountains (except the Matterhorn), canyons (except the Grand Canyon), people's first names, streets (except the High Street), roads, public squares, hospitals, stadiums, malls, parks, churches, temples, universities, colleges, religions, days, months, holidays

Examples:

Have you ever visited *Notre Dame Cathedral* in Paris?

Kenta is *Buddhist*.

We went camping in *King's Canyon*.

Exception 1: We use *the* in this pattern.

the Birmingham road (= the road to Birmingham)

- a) We also use *the* with some main roads in cities.

the Edgware Road

- b) We use *the* with by-passes and motorways.

the York by-pass the M6 (motorway)

- c) Most bridges are without *the*.

over Brooklyn Bridge Westminster Bridge

But there are many exceptions.

the Humber Bridge (=the bridge over the River Humber)

Exception 2: There are additional exceptions to some of the above categories. For example, *the* is often used in the pattern "*the ... of ...*".

Examples:

The University of Colorado

The Temple of Ranakpur

The Cathedral of Siena

ARTICLE

xxiii. Time expressions can be especially confusing. Followings are the rules for the use of

the

Examples:

a) Years

The party was formed in 1981. in the year 1981

The war lasted from 1812 to 1815.

b) Seasons

If winter comes, can ~~can~~ spring be far behind?

We always go on holiday in (the) summer.

the winter of 1947

a marvellous summer

c) Months

June is a good month to go away. That was the June I got married.

The event will be in March.

d) Special times of the year

I like Christmas.

Americans eat turkey at Thanksgiving.

e) Days of the week

Wednesday is my busy day.

Our visitors are coming on Saturday.

It was a Christmas I'll never forget.

Rosie saw her husband again the Easter after their divorce.

I posted the letter on the Wednesday of that week.

This happened on a Saturday in July.

I'll see you at the weekend.

f) Parts of the day and night

They reached camp at sunset.

We'll be home before dark.

At midday it was very hot.

at night, by day/night

It was a marvellous sunset.

I can't see in the dark.

in/during the day/the night/the

morning/the afternoon/the evening

NOTE 1:

In phrases of time we normally use these nouns on their own;

daybreak, dawn, sunrise; midday, noon; dusk, twilight, sunset; nightfall, dark; midnight.

But we use *a/an* or *the* for the physical aspect, e.g. *in the dark*.

g) Meals

Breakfast is at eight o'clock.

I had a sandwich for lunch.

NOTE 2:

We cannot use *meal* on its own.

The meal was served at half past seven.

The breakfast we had at the hotel wasn't very nice.

Bruce and Wendy enjoyed a delicious lunch at Mario's

- xxiv. We use some nouns without *the* when we are talking about the normal purpose of an institution rather than about a specific building.

Examples:

School starts at nine o'clock.

The school is in the centre of the village.

The guilty men were sent to *prison*.

Vegetables are delivered to *the prison* twice a week.

Here *school* means 'school activities', but *the school* means 'the school building'.

- xxv. There are a number of other nouns which are used without *the* in similar contexts.

Examples:

I'm usually in *bed* by eleven.

The bed felt very uncomfortable.

In bed means 'sleeping/resting', but *the bed* means a specific bed.

Here are some notes on the most common nouns of this type.

Bed in bed, go to bed (to sleep); get out of bed, sit on the bed, make the bed

Church in/at church, go to church (to a service)

Class do work in class or for homework

Court appear in court; But explain to the court

Home at home; But in the house; go/come home

Hospital in hospital (as a patient) (USA: in the hospital); taken to hospital (as a patient); But at the hospital,

Market take animals to market; But at/in the market; put a house on the market (= offer it for sale)

Prison in prison, go to prison (as a prisoner); released from prison; Also in jail etc

School in/at school, go to school (as a pupil)

Sea at sea (= sailing), go to sea (as a sailor); But on the sea, near/by the sea, at the seaside

Town in town, go to town, leave town (one's home town or a town visited regularly); But in the town centre

University (studying) at university, go to university (to study); But at/to the university is also possible and is normal in the USA. Also at college etc

Work go to work, leave work, at work (= working/at the workplace); But go to the office/the factory

NOTE: We do not leave out *the* before other singular nouns for buildings and places, e.g. the station,

the shop, the cinema, the theatre, the library, the pub, the city, the village.

ARTICLE

UNIT 4

- xxvi. We use an article if there is a word or phrase modifying the noun.
The guilty men were sent to *a high-security prison*.
Mark is doing a course at *the new college*.

xxvii. A fair number of idioms take *definite articles* before a noun. Structurally, these idioms fall into several groups.

- a) The first group consists of an NP followed by a prepositional phrase in which the object NP contains *the*.

Examples:

The positive feedback on his writing was *a shot in the arm* for him. He worked harder after that.

Everybody said she acted just like her mother. She was *a chip off the old block*.

The fly in the ointment was my brother. He was the only one who didn't like the idea.

She was no longer angry about what happened. It was all *water under the bridge*.

- b) The second group consists of a transitive verb followed by an object NP that contains *the*.
Their car was very old. They knew it would *bite the dust* soon.

Someone tell those slow people in front of us to *get the lead* out and walk faster.

If you want to stay at this school, you have to work hard to *cut the mustard*.

They were going to New York to *paint the town red* once they graduated.

We need someone who knows what he's doing to *lead the way*.

- c) The third group consists of a verb followed by an NP referring to a person and then a prepositional phrase in which the object NP contains *the*.

Sitting all day at work *drives her up the wall*. She prefers to be active.

He told no one of his decision beforehand. He wanted to *keep everyone in the dark*.

TEST ON ARTICLE

SPOT THE ERROR

In the first type of sentences, some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected.

Q.1 I am going to the store tomorrow to get a cat and dog so I can walk them every day.
A) B) C) D)

Q.2 The survey led to a surprising conclusion; single dads have a totally different
A)

approach to parenting than a single mom.

B) C) D)

Q.3 The municipal corporation suggested "green infrastructure" as a most cost-effective
A) B)

solution to the problem of water pollution in the greater bay area.

C) D)

Q.4 After work, I use my computer to find a quickest way home to avoid the terrible traffic in the
A B C

city.

D)

Q.5 After I take the shower, I usually eat dinner and watch television.
A) B) C) D)

Q.6 In a state of Nebraska, you are not allowed to drive a donkey-pulled cart on the road
A) B) C)

during the month of September.

D)

Q.7 Our biology teacher told us that a orangutan is strong enough to lift up the side of a small
A) B) C) D)

car.

Q.8 I have always wanted to go to the Mount Rushmore, and this year I will be visiting it
A) B) C) D)

for spring break.

Q.9 I wish he wouldn't talk during a lesson. Maybe the teacher should have a word with
A) B) C) D)

him.

Q.10 She's thinking about attending the English course during the summer.
A) B) C) D)

Q.11 Meredith remembered to turn off the lights before she left an apartment.
A) B) C) D)

Q.12 I enjoy listening to the number of programs on the radio.
A) B) C) D)

Q.13 He telephoned a agent that was listed in the telephone directory.
A) B) C) D)

ARTICLE

UNIT-4

Q.14 He was sent to prison for stealing the car.

- A) B) C) D)

Q.15 He said he was the employee of a shop in town.

- A) B) C) D)

DIRECTIONS: In each question in the following, four alternative sentences are given. Choose the **CORRECT** one and fill the circle corresponding to that letter in the answer sheet.

Q.16 A) I had a fish and a chips for dinner.
B) I had the fish and chips for dinner.
C) I had the fish and the chips for dinner.
D) I had fish and chips for dinner.

Q.17 A) I'm on diet. No sugar for me!
B) I'm on the diet. No the sugar for me!
C) I'm on a diet. No sugar for me!
D) I'm on the diet. No a sugar for me!

Q.18 A) I'm staying at the hotel on the Hudson river.
B) I'm staying at a hotel on the Hudson river.
C) I'm staying at a hotel on a Hudson river.
D) I'm staying at a hotel on Hudson river.

Q.19 A) A friend of mine is coming to visit next week.
B) The friend of mine is coming to visit next week.
C) Friend of mine is coming to visit next week.
D) An friend of mine is coming to visit next week.

Q.20 A) Have you got a car fixed yet?
B) Have you got an car fixed yet?

C) Have you got the car fixed yet?
D) Have you got car fixed yet?

Q.21 A) I heard a knock on a door.
B) I heard knock on the door.

C) I heard the knock on the door.
D) I heard a knock on the door.

Q.22 A) When do you get a home?
B) When do you get home?

C) When do you get the home?
D) When do you get an home?

Q.23 A) There was a sound in the living room.
B) There was the sound in living room.
C) There was the sound in the living room.
D) There was sound in living room.

Q.24 A) Jack Anderson was caught holding a match during fire.
B) Jack Anderson was caught holding a match during the fire.
C) Jack Anderson was caught holding the match during a fire.
D) Jack Anderson was caught holding match during fire.

- Q.25 A) She replied in surprise that a question was much too difficult.
 B) She replied in a surprise that a question was much too difficult.
 C) She replied in surprise that the question was much too difficult.
 D) She replied in surprise that question was much too difficult.
- Q.26 A) I'm afraid I can't remember the exact date of a show.
 B) I'm afraid I can't remember the exact date of show.
 C) I'm afraid I can't remember exact date of show.
 D) I'm afraid I can't remember the exact date of the show.
- Q.27 A) She's staying at a hotel in the small town in Colorado.
 B) She's staying at a hotel in a small town in Colorado.
 C) She's staying at the hotel in a small town in Colorado.
 D) She's staying at the hotel in the small town in Colorado.
- Q.28 A) Children went to a film yesterday afternoon.
 B) The children went to film yesterday afternoon.
 C) A children went to the film yesterday afternoon.
 D) The children went to a film yesterday afternoon.
- Q.29 A) I'm afraid the answer is 'no'. Come back when you can make a new proposal.
 B) I'm afraid answer is 'no'. Come back when you can make the new proposal.
 C) I'm afraid the answer is 'no'. Come back when you can make the new proposal.
 D) I'm afraid the answer is 'no'. Come back when you can make new proposal.
- Q.30 A) Fruit is usually sold by pound.
 B) The fruit is usually sold by a pound.
 C) The fruit is usually sold by an pound.
 D) Fruit is usually sold by the pound.

ANSWER KEY

1	C	6	A	11	D	16	D	21	D	26	D
2	D	7	B	12	C	17	C	22	B	27	B
3	B	8	C	13	B	18	B	23	A	28	D
4	B	9	C	14	D	19	A	24	B	29	A
5	A	10	B	15	C	20	C	25	C	30	D

ADJECTIVE

ADJECTIVE

An adjective gives us more information about people, animals or things represented by nouns and pronouns. Adjectives are one of the four major word classes, along with nouns, verbs and adverbs. Examples of adjectives are: *big, small, blue, old, rich and nice*.

Examples: That's a *big* house.

Look at the *grey* horse.

Some dogs have *long* tails.

She is *tall*.

7.1 STACKING OF ADJECTIVES/ ORDER OF ADJECTIVES

- i. Unlike determiners, adjectives can occur one after another. This is referred to as "*stacking*". However, stacks of more than three adjectives rarely occur, and the adjectives tend to occur in a preferred order, such as the order shown in the following example. Here an adjective sequence begins with an adjective of subjective *judgment or evaluation* (*ugly*). Then it is followed by an adjective of *measurement* (*old*), an adjective of *color* (*yellow*), and finally, a noun acting as an adjective that describes the *material* (*tin*) out of which the head noun (*bucket*) is made. Changing this order of the different types of adjectives produces incorrect phrases.

Examples:

An *ugly old yellow tin* bucket stood beside the stove.

~~An old ugly yellow tin bucket stood beside the stove.~~

~~An ugly yellow old tin bucket stood beside the stove.~~

~~An ugly old tin yellow bucket stood beside the stove.~~

She was wearing an *amazing red* coat.

~~She was wearing a red amazing coat.~~

- ii. If we don't want to emphasise any one of the adjectives, the most usual sequence of adjectives is:

Order	Relating to	Examples
1	opinion	<i>unusual, lovely, beautiful</i>
2	size	<i>big, small, tall</i>
3	physical quality	<i>thin, rough, untidy</i>
4	shape	<i>round, square, rectangular</i>
5	age	<i>young, old, youthful</i>
6	colour	<i>blue, red, pink</i>
7	origin	<i>Dutch, Japanese, Turkish</i>
8	material	<i>metal, wood, plastic</i>
9	type	<i>general-purpose, four-sided, U-shaped</i>
10	purpose	<i>cleaning, hammering, cooking</i>

It was made of a *strange*¹, *green*⁶, *metallic*⁸ material.

It's a *long*⁴, *narrow*², *plastic*¹⁰ brush.

Panettone is a *round*⁴, *Italian*⁷, *bread-like*⁹ Christmas cake.

Here are some invented examples of longer adjective phrases. A noun phrase which included all these types would be extremely rare.

She was a *beautiful¹, tall², thin³, young⁵, black-haired⁶, Scottish⁷* woman

What an *amazing¹, little², old⁵, Chinese⁷* cup and saucer!

- iii. There are different mnemonics that are helpful in remembering the order of adjectives.
a) The mnemonic **OSASCOMP** can be used to help remember the order in which adjectives should appear:

O S A S C O M P

Opinion, Size, Age, Shape, Color, Origin, Material, Purpose.

If this isn't easy to remember, try this:

On Saturday And Sunday Cold Ovens Make Pastry

Opinion, Size, Age, Shape, Color, Origin, Material, Purpose.

OR

Oliver Smith Ate Six Chocolate Oreos Mom Packed

- b) There is an mnemonic **OPSHACOM**

OP SH A C O M stands for

Opinion, Shape, Age, Color, Origin, and Material

- iv. Adjectives joined by 'and' & 'comma'

- a) When we put two *qualitative adjectives (gradable adjective)* in front of a noun, we put 'and' or 'a comma' between the adjectives.

Examples:

She is an *intelligent and ambitious* woman.

He is an *intelligent, generous* man.

- b) When you put two colour adjectives in front of a noun, you put 'and' between them.

Examples:

He is wearing a *black and white* swimming suit.

The colour of this bag is *yellow and grey*.

- c) When we put two *classifying adjectives (non-gradable adjective)* in front of a noun, we have to decide whether the adjectives relate to the same system of *classification* or to different systems.

When we put two classifying adjectives in front of a noun, and the adjectives relate to the same classifying system, we put 'and' between them. For example, 'geographical' and 'geological' relate to the same system.

Examples:

This is our *social and educational* dilemma.

This paint is for *internal and external* walls of the house.

When the adjectives relate to different classifying systems, we *do not put 'and'* between them, or use *a comma*. For example, 'British' and 'industrial' relate to different systems.

Examples:

Al-Farabi was a *medieval Muslim* philosophers.

He is making a *square wooden* table.

There is a rapid growth in *American agricultural* exports.

ADJECTIVE

- d) When we put two adjectives of different kinds in front of a noun, for example a *qualitative adjective* and a *classifying adjective*, we do not put '*and*' between them or use a *comma*.

Examples:

It is a *large circular* pool of water.

She has a *beautiful pink* suit.

It is a *rapid technological* advancement.

- e) When we use two adjectives after a *link verb*, we put '*and*' between them.

Examples:

Mrs. Scott's house was *large and imposing*.

The room was *large and square*.

On this point we can be *clear and categorical*.

- f) We can also put '*but*', '*yet*', or '*or*' between adjectives.

When we link contrasting adjectives, we put '*but*' or '*yet*' between them.

Examples:

This is a *small but comfortable* hotel.

We are *poor but happy*.

That was a *firm yet gentle* hand.

When we want to say that either of two adjectives could apply, or to ask which adjective applies, we use '*or*'.

Examples:

You can use *red or black* paint.

Call me if you feel *lonely or depressed*.

Is it *good or bad*?

7.2 GRADABLE AND NON GRADABLE ADJECTIVES/ QUALITATIVE AND CLASSIFYING ADJECTIVES

Not all adjectives have a comparative and superlative form nor can they all be graded. This is because there are two types of adjective, known as *qualitative/gradable* and *classifying/non gradable*.

i. Qualitative/Gradable Adjectives

- a) Adjectives describe the *qualities* of a person or thing – whether they are large or small, happy or sad, etc. This type of adjective is *gradable*. The usual way in which we can indicate the amount of a quality that something or someone has is by using submodifiers such as '*very*' and '*rather*' in front of qualitative adjectives.

Examples:

a *fairly tall* man

a *very boring* film

a *really long* holiday

an *extremely expensive* car

- b) The other way in which you can indicate the amount of a quality that something or someone has is by using a comparative, such as '*bigger*', and '*more interesting*', or a superlative, such as '*the biggest*', and '*the most interesting*'.

	Comparative Form	Superlative Form
Close	closer	closest
Large	larger	largest
Colorful	more colorful	most colorful
Bad	worse	worst

c) Formation of comparative and superlative

- Most Adjectives of one *syllable*, and some of more than one, form the Comparative by adding '*er*' and the Superlative by adding '*est*' to the positive.

Positive	Comparative	Superlative
Sweet	sweeter	sweetest
Small	smaller	smallest
Kind	kinder	kindest

- When the Positive ends in '*y*', preceded by a consonant, the '*y*' is changed into *i* before adding '*er*' and '*est*'.

Happy	happier	happiest
Easy	easier	easiest
Heavy	heavier	heaviest

- When the positive degree is a word of *one syllable* and ends in a *single consonant*, preceded by a *short vowel*, this consonant is doubled before adding *er* and *est*.

Red	redder	reddest
Big	bigger	biggest
Hot	hotter	hottest

- Adjectives of more than *two syllables* form the Comparative and Superlative by putting *more* and *most* before the Positive.

Beautiful	more beautiful	most beautiful
Difficult	more difficult	most difficult
Industrious	more industrious	most industrious
Courageous	more courageous	most courageous

- Two-syllable* adjectives ending in *fill* (e.g. *useful*), *less* (e.g. *hopeless*), *ing* (e.g. *boring*) and *ed* (e.g. *surprised*) and many others (e.g. *modern*, *recent*, *foolish*, *famous*, *certain*) take *more* and *most*.

Examples:

This was *the most fascinating* book.

Tokyo is *the most advanced* cities in the world.

- The following take either *er* and *est* or *more* and *most*:
Polite, *simple*, *feeble*, *gentle*, *narrow*, *cruel*, *common*, *handsome*, *pleasant*, *stupid*

Examples:

She is *politer/more polite* than her sister.

He is the *politest/most polite* of them.

ADJECTIVE

d) Comparison: typical errors

- Comparative or superlative?

A comparative compares a person or thing with another person or thing. A superlative compares a person or thing with the whole group of which that person or thing is a member.

Examples:

Joe's *older* than Mike. (comparing one person with another)

Sheila is the youngest girl in the family. (comparing one person with the whole group she belongs to)

France is a *bigger/biggest* country than Britain.

Lionel Messi is a *better/the best* player than Ronaldo.

She is two years *older/oldest* than me.

Everest is a *higher/the highest* mountain in the world.

That's a *better/the best* film I have seen this year.

He has three sisters, Jan is *the oldest/the elder* and Angela is *the younger/* the youngest.

- More or most together with an -er or -est

We do not use *more* or *most* together with an -er or -est ending:

Examples:

Pluto is *the most/furthest* planet from the sun.

The morning flight is *more good/better* than the afternoon one.

The beach at Marmaris is one of *the most/biggest* in Turkey.

What is *the most/least expensive* way of travelling in Japan?

The most useful/usefullest tool in the kitchen is a good sharp knife.

The second lecture was *more interesting/ interestinger* than the first.

- Comparative adjectives: using *than*

We use *than* when we mention the second person or thing in the comparison. If the second person mentioned takes the form of a personal pronoun, we normally use the object form of the pronoun (me, you, him, her, us, them):

Examples:

You're stronger *than I*.

Marie is more experienced *than him*.

In more formal situations, instead of *than* + object pronoun, we can use *than* + subject pronoun + *be*:

Well, you're definitely cleverer *than I am*!

She was always more sociable *than he was*.

- Latin adjectives

There are also a few comparative adjectives ending in -or. All of these words were borrowed from Latin. They are:

Interior, exterior, ulterior, major, minor, inferior, superior, junior, senior, anterior, posterior and prior.

Note that we do not use *than* after these adjectives. They are followed by *to*.

Examples:

My job is *superior to* yours.

~~My job is superior than yours.~~

Mary is *senior to* me by six years.

~~Mary is senior than me.~~

Peter is *junior to* me in service.

• Double comparison

If a person or things gains more of a particular quality and this causes a parallel increase of another quality, we can repeat *the + a comparative* adjective:

Examples:

The colder/Cold it is, the hunger/hungrier I get.

The more/More you get, the more/more you want

• Faulty comparison

A comparison that is not logical is called faulty comparison. Items that are compared must in fact be similar.

Examples:

~~This bag is better than Ali.~~ (comparison of a bag with person)

We can correct the above sentence in different ways.

This bag is better *than that of* Ali.

This bag is better than Ali's bag.

This bag is better than Ali's. (we can omit noun after possessive s)

~~I like Rahat's songs more than Atif Aslam.~~

I like Rahat's songs more than *those of* Atif Aslam.

I like Rahat's songs more than Atif Aslam's.

~~The weather in Murree is colder than Lahore.~~

The weather in Murree is colder *than that of* Lahore.

The weather in Murree is colder than *the weather of* Lahore.

• Much or very with past participles

- a) When a *past participle* is part of a passive verb, we can put *much* or *very much* before it, but not *very*.

Examples:

He's (very) *much admired* by his students.

~~He's very admired by his students.~~

~~Britain's trade position has been very weakened by inflation.~~

Britain's trade position has been *much weakened* by inflation.

- b) When a past participle is used as an adjective, we usually prefer *very*. This is common with words referring to mental states, feelings and reactions.

Examples:

...a *very frightened* animal (NOT a *much frightened* animal)

...a very shocked expression

The children were *very/much* bored.

She looked *much/very* surprised.

Here is a list of qualitative '-ed' adjectives which have a similar meaning to the most common meaning of the related verb and can be modified by *very*:

agitated, alarmed, amused, appalled, astonished, bored, confused, contented, delighted, depressed, deprived, disappointed, disgusted, disillusioned, distressed, embarrassed, excited, frightened, inhibited, interested, leased, preoccupied, puzzled, satisfied, shocked, surprised, tired, troubled, worried,

- **Less and not as/not so with comparatives**

We use *less* with longer adjectives (*interesting, beautiful, complicated*), but we don't normally use *less* with short adjectives of one syllable (*big, good, high, small*). Instead we use *not as ... as ...*, or *not so ... as ...*. *Not as* is more common than *not so*:

The second method was *less/not-so complicated* than the first one.

This new laptop is *not as/less* fast *as* my old one.

- **The with superlative adjectives**

When a *superlative* adjective is followed by a noun, we normally use *the*:

Examples:

This is ~~best~~ meal I've had for a long time.

This is *the best* meal I've had for a long time.

London is ~~most~~ popular tourist destination in England.

London is *the most* popular tourist destination in England.

- **Comparative adjectives: using much, a lot, far,**

We can strengthen or emphasise a comparative adjective using words such as *much, a lot, far, even* or *rather, a little*, or by using *than ever* after the adjective:

Examples:

This food is *very/much better* than the food we had yesterday.

The town is *a lot/too more crowded* these days.

Alex is *very/far less intelligent* than the other kids in the class.

We've been *busier than ever/so-much* at work this last month or so.

She feels *a little/a-bit more confident* now.

- **Than with comparative**

A comparative adjective is followed by *than*, not *that* or *as*:

The next hotel we tried was more expensive *than* the first one.

~~The next hotel we tried was more expensive that the first one.~~

~~The next hotel we tried was more expensive as the first one.~~

- **Prepositions after superlative adjectives**

After a superlative adjective, we don't normally use *of* before a singular name of a place or group:

She was the tallest girl *in* the team.

~~She was the tallest girl of the team.~~

The castle is the oldest building *in* the city.

~~The castle is the oldest building of the city~~

ii. Classifying /Non gradable/Absolute adjectives

Classifying adjectives place people and things into categories or classes.

Examples:

Do you read a *daily* newspaper or a *weekly* one?

Does your house have an *electric* oven or a *gas* oven?

Similarly: *the western hemisphere, an annual event, the external walls, a nuclear weapon*

Classifying adjectives don't generally have *comparative* and *superlative* forms. It would sound strange to describe one event as '*more annual*' than another.

For example, or one weapon as '*the most nuclear*'. In general, classifying adjectives are called *non-gradable* or *absolute adjectives*. Here are some common classifying adjectives.

Absolute, actual, agricultural, annual, central, chemical, civil, commercial, daily, direct, double, east, educational, absolute, empty, wrong, external, female, financial, foreign, free, full, general, golden, historical, human, ideal, independent, industrial, inevitable, intellectual, internal, international, legal, local, magic, male, medical, mental, military, modern, moral, national, natural, negative, north, northern, nuclear, official, open, original, personal, physical, political, positive, possible, potential, private, professional, proper, public, raw, ready, real, religious, revolutionary, right, royal, rural, scientific, separate, sexual, single, social, solid, sooth, southern, standard, straight, sufficient, theoretical, traditional, urban, west, western, wooden, wrong, British, American, Victorian, Shakespearian, etc.

Classifying adjectives do not have comparatives and superlatives and are not normally used with submodifiers such as '*very*' and '*rather*'.

Examples:

An *extremely open* suitcase lay on her bed.

He has ~~the most complete~~ game of the top 10 pros.

They found it *more impossible* to control the violence.

It's ~~the most perfect~~ copier ever invented.

Not a ~~very single~~ person offered to help her.

Is this *the most original* fireplace?

They are *rather Victorian* houses.

7.3 POSITIONS OF ADJECTIVES

- i. Adjectives can be classified according to where they occur in sentences. *Attributive adjectives* modify the noun and occur before that noun.

Examples:

That *big* car is his.

They chose a *young* man for the job.

Predicative adjectives, in contrast, appear after a verb and not in a noun phrase; they may describe

She is *insane*.

You have got your priorities *wrong*.

She found him dreadfully *dull*.

The vast majority of adjectives, including participial adjectives, can appear in both attributive and predicative positions.

Examples:

That elephant has a really *big* trunk. (attributive)

That elephant's trunk is really *big*. (predicative)

He gave an *interesting* talk. (attributive)

His talk was *interesting*. (predicative)

ii. Attributive-Only Adjectives

A number of adjectives including *drunken*, *erstwhile*, *eventual*, *future*, *mere*, *principal*, and *utter*, can appear only as modifiers of head nouns; that is, they can appear only in the attributive position.

Examples:

At last night's party, he saw his *former* wife.

~~At last night's party, he saw his wife who was former.~~

She thought that he was an *utter* fool.

~~In terms of being a fool, he was utter.~~

Here is a list of *qualitative adjectives* always used *attributively*:

Adoring, belated, chequered, choked, commanding, entire, fateful, flagrant, fleeting, future, knotty, occasional, only, paltry, punishing, ramshackle, scant, sheer, searing, total, thankless, unenviable

Most adjectives which can only be used attributively are classifying adjectives. Here is a list of classifying adjectives used attributively:

Atomic, bridal, cardiac, Countless, Cubic, Digital, East, Eastern, Eventual, Existing, Federal, Forensic, Indoor, Institutional, Introductory, Investigative, Judicial, Lone, Maximum, Nationwide, Neighbouring, North, Northern, Occasional, Orchestral, Outdoor, Phonetic, Preconceived, Remedial, Reproductive, Smokeless, South, Southern, Subterranean, Supplementary, Underlying, West, Western, Woolen.

iii. Predicative-Only Adjectives

▪ Predicative-only adjectives can occur only in the predicative position.

Example:

She felt *glad*.

~~She is a glad woman.~~

Here is a list of adjectives usually used predicatively:

• **Adjectives Beginning with the Prefix A**

This group of predicate-only adjectives is formed with the prefix a- and includes adjectives such as:

Afloat, afraid, aghast, alive, asleep, afraid, alive, alone, apart, aware, awake etc.

Examples:

The young girl was *asleep*, so she did not hear the storm outside.

~~The *asleep* girl did not hear the storm outside.~~

The rescue squad finally discovered a man who was still *alive*.

~~The rescue squad was happy to discover an *alive* man.~~

• **Adjectives That Take Complements**

- a) The second group of predicative-only adjectives is made up of adjectives that take complements that are either infinitives (e.g., *able to run, liable to sue*) or prepositional phrases (e.g., *devoid of fear, fraught with tension*)

Examples:

She is *liable* to make a scene. (Infinitive)

~~The *liable* person has to pay.~~

He is *devoid* of any humor. (prepositional phrase)

~~He was a *devoid* comic.~~

- b) Here is a list of adjectives which are usually or always used predicatively and are followed by 'to':

Accustomed, adjacent, allergic, attributable

attuned, averse, close, conducive, devoted, impervious, injurious, integral, prone, proportional, proportionate, reconciled, related, resigned, resistant, similar, subject, subservient, susceptible, unaccustomed.

Examples:

I was *allergic* ~~for~~ to the serum they used.

He was *impervious* ~~to/for~~ fact or logic.

- c) There are a few adjectives which are followed by the preposition 'of' when they are used predicatively. Here is a list of adjectives which are usually or always used predicatively and are followed by 'of':

Aware, Bereft, Capable, Characteristic, Desirous, Devoid, Fond, Full, Heedless, Illustrative, Incapable, Indicative, Mindful, Reminiscent, Represents.

Examples:

He was *aware* ~~of/with~~ the danger that faced him.

They seemed *capable* ~~with/of~~ winning their first game of the season.

He was *devoid* ~~of/in~~ any talent whatsoever.

His mind seemed to have become *incapable* ~~of/with~~ any thought.

ADJECTIVE

- d) There are a few adjectives which are followed by the preposition '*with*' when they are used predicatively. Here is a list of adjectives which are usually or always used predicatively and are followed by '*with*':

Compatible, consonant, conversant, Tilted, fraught, riddled, tinged

Examples:

His surprise became *tinged with/in* just the smallest suspicion of disbelief.

The plastic has to be *compatible with/to* the body tissues.

This way of life is *fraught with/in* danger.

- e) Some adjectives are followed by other prepositions when they are used predicatively. Here is a list of adjectives which are usually or always used predicatively and are followed by the preposition indicated:

contingent on, descended from, inherent in, lacking in, rooted in, steeped in, swathed in, unhampered by

These ideas are *rooted in* self-deception.

Didn't you say the raid was *contingent on* the weather?

Darwin concluded that people were *descended from* apes.

- f) To complete the meaning of some adjectives which are used predicatively, we need to follow with a clause beginning with a '*to*'-infinitive. Here is a list of adjectives always or nearly always followed by '*to*'-infinitive clauses:

Able, bound, doomed, due, fated, fit, inclined, liable, likely, loath, prepared, unable, unwilling, Willing

Example:

~~He is unable.~~

He is *unable to do it*.

~~I am willing.~~

I am *willing to try*.

~~I am loath so long on the poor fellow.~~

I am *loath to dwell* so long on the poor fellow.

• Adjectives Referring to Medical Conditions or Health

Finally, there is a small group of adjectives that refer to medical conditions or health (*i.e. faint, ill, poorly, unwell, well, etc.*) that can appear only in the predicative position.

Examples:

He feels faint.

~~They revived the faint patient.~~

My mother is ill.

~~They took the ill woman to the hospital.~~

The adjective *ill* can appear attributively if it is modified

He is a mentally ill patient.

7.4 ADJECTIVES & LINKING VERBS

- Some main verbs are called *linking verbs (or copular verbs)*. These verbs are not followed by objects. Instead, they are followed by phrases (e.g. noun phrases, adjective phrases, adverb phrases or prepositional phrases).

Linking verbs include:

Appear, be, become, look, prove, remain, seem, sound, stay, feel, get, go, grow, smell, taste, turn, etc.

Examples:

A face appeared at the window. It was Pauline. (prepositional phrase)

He's a cousin of mine. (noun phrase)

This coat feels good. (adjective phrase)

- Errors in the use of Linking verbs

- We use adjective after linking verbs rather than adverbs.

Examples:

Your garden *looks nice/niceely*.

Mary seemed *sad*.

~~Mary seemed sadly.~~

The cake tastes *good*.

~~The cake tastes well.~~

The train is *slow*.

~~The train is slowly.~~

Sarah remained *calm/calmly*.

The milk went *bad/badly*.

7.5 SOME TRICKY ADJECTIVES

i. Many – Much

Although these two quantifiers sound similar, function in a similar manner and mean similar things, they cannot be used interchangeably. Use much with collective nouns and singular nouns. Use many with plural nouns.

Examples:

Gerald doesn't have *much/many* money.

Chelsea doesn't have *much/many* friends.

ii. Few – A Few

A few represents a positive quantity, but it can only be used with countable nouns. The word few represents a negative quantity or shortage. Here's an example.

Examples:

Julian has *a few* friends. (some)

Julian has *few* friends. (not anyone)

iii. Little – A little

Like few and a few, the quantifiers little and a little represent negative and positive quantities. Always use a little with non-countable nouns. The word little expresses a diminutive size or a negative quantity.

Examples:

Celeste had *little* interest in history. (no interest)

There is *a little* sauce left. (some)

Would you like *a little* more?

iv. Each – Every

Use each with individual or separate items. Use the word every when referring to things in a group or describing the frequency of actions.

Examples:

The pineapples are \$2 *each/every*

Each student received a handout.

Emily goes to the beach *each/every* weekend.

v. Wounded – Injured – Hurt

The words wounded, injured and hurt have subtle differences and unique connotations. Wounded implies a physical injury or laceration. Hurt describes an experience of physical or emotional pain.

Examples:

The child screamed louder than a *wounded/injured* animal.

The *injured/wounded* player was carried off the field.

Victims are *injured/wounded* financially, emotionally or physically.

vi. Farther – Further

Farther (root word *far*) is always used for distance, and further (think furthermore) implies a metaphorical advancement.

Examples:

How much *farther/further* is the amusement park?

Further/farther topics will be covered next week.

vii. Less – Fewer

Less is compatible with non-countable nouns, collective nouns, volumes and bulk amounts. Fewer is used with countable nouns and individual items.

Examples:

Less/fewer pollution is better for the environment.

If people threw out *fewer/less* bottles, the world would be cleaner.

viii. Last – Latter- Latest

Last is the opposite of first, the latter is the antithesis of the former and the latest means the most recent.

Examples:

Read the first and *last/latter* paragraphs today.

Of the two choices, I prefer the *latter/latest*.

The *latest/last* innovations were astounding.

ix. High – Tall

Tall is an adjective that measures the size or height of vertical items, such as people and buildings. High is used to define an object's position from the ground, including bridges, planes, shelves and horizontal objects. Here are two examples.

Examples:

The Statue of Liberty is very *tall*.

The Golden Gate Bridge is exceptionally *high*.

x. Sick – Ill

Ill and sick are both adjectives that mean '*not in good health*'. We use both *ill* and *sick* after a verb such as be, become, feel, look or seem:

Examples:

I was ill for a time last year, but I'm fine now.

Nancy looks ill. I wonder what's wrong with her.

I felt sick and had to go home at lunchtime.

We can use sick before a noun but we don't normally use ill before a noun:

She's been looking after a sick child this week.

She's been looking after an ill child this week.

ADJECTIVE

TEST ON ADJECTIVE

SPOT THE ERROR

In the first type of sentences, some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence which contains the mistake that needs to be corrected.

- Q.1 Cajun cooking, which uses special prepared spices, has always been popular in Louisiana, but it is only now becoming known in other parts of the country.
A B C D
- Q.2 Even though Miss Alisha lost the beauty contest, she was still more prettier than the other girls in the pageant.
A B C D
- Q.3 Of all the physical and artistic exercises in the world, dance is the most unique.
A B C D
- Q.4 Postoperative patients who fail to exercise as regular as their doctors recommend take longer to recover from surgery than more active patients do.
A B C D
- Q.5 The farmer almost lost all of his cattle because of the hole in the fence.
A B C D
- Q.6 I hope you do not feel too badly, but I must inform you that it is quite likely your application will be rejected.
A B C D
- Q.7 No doubt, the Islamic rhetoric will be accompanied by any clandestine deal with Mr. Ali and talk of social engineering.
A B C D
- Q.8 Eating only foods lower in carbohydrates means that people lose the important nutrients in fruits.
A B C D
- Q.9 Of all the vast tides, maybe none was more concentrated as the wave that brought 12 million immigrants.
A B C D
- Q.10 I am aware that there are difficulties in the way; quite few of them are his own creations.
A B C D
- Q.11 It might be a first good step for BBA to assess how many of their own members are responsible for NPA.
A B C D
- Q.12 Heptis thought that annulling his marriage to Catherine to marry Anne was the most perfect move on his part.
A B C D

ADJECTIVE

- Q.20 (A) Heading to the concert, the icy roads made the street dangerous and slick.
 (B) While Heading to the concert, the icy roads made the street dangerous and slick.
 (C) While we headed to the concert, the icy roads made the street dangerous and slick.
 (D) To head to the concert, the icy roads made the street dangerous and slick.
- Q.21 (A) Human beings are taller and stronger than 200 years ago; since 1800, the average adult height has increase by 18 inches.
 (B) Human beings are taller and stronger than they were 200 years ago; since 1800, the average adult height has increased by 18 inches.
 (C) Humans, being taller and stronger than 200 years ago; since 1800, the average adult height has increased by 18 inches.
 (D) Human being's are taller and stronger than 200 years ago; since 1800, the average adult height has increased by 18 inches.
- Q.22 (A) The book that we needed to finish our research was missing from the library.
 (B) The book was missing from the library that we needed to finish our research.
 (C) The book that we needed to finishing our research was missing from the library.
 (D) The book which we needed to finish our research was missing from the library.
- Q.23 (A) By taking good care of myself, the flu never kept me from work this winter.
 (B) Because I took good care of myself, the flu never kept me from work this winter.
 (C) By taking good care of myself, I never kept flu from work this winter.
 (D) Because I took good care of me, the flu never kept me from work this winter.
- Q.24 (A) More of the funs and excitement comes from use of your senses.
 (B) More of the funs and excitement come from use of your senses.
 (C) Many of the funs and excitement comes from use of your senses.
 (D) Much of the fun and excitement comes from use of your senses.
- Q.25 (A) Had the President's Administration not lost the vote on the budget reduction package, his first year in office would have been rated an A.
 (B) Had the President's Administration not lost the vote on the budget reduction package, it would have been rated an A.
 (C) Had the President's Administration not lost the vote on its budget reduction package, his first year in office would have been rated an A.
 (d) If the President had not lost the vote on the budget reduction package, the Administration's first year in office would have been rated an A.
- Q.26 (A) After signing for many music shows, his first music album was released.
 (B) After he sang for many music shows, his first music album was released.
 (C) After he had sung for many music shows, his first music album was released.
 (D) Though he sang for many shows, his first music album was released.

- Q.27 (A) Bothered by the loud music next door, the work could not be done by Jill.
 (B) Bothered by the loud music next door, Jills work could not be done.
 (C) *Because Jill bothered the loud music next door*, Jill's work could not be done.
 (D) *Bothered by the loud music next door*, Jill could not do her work.
- Q.28 (A) Only CNN, with its vaster resources and vaster reach, can do justice with John Grisham's masterwork.
 (B) Only CNN, with its vast resources and vaster reach, can do justice with John Grisham's masterwork.
 (C) Only CNN, with its vaster resources and vast reach, can do justice with John Grisham's masterwork.
 (D) Only CNN, with its vaster resources and vaster reach, can do justice to John Grisham's masterwork.
- Q.29 (A) She is far away the best actress in the movie.
 (B) She is far away the best actress of the movie.
 (C) She is far away the best actress in the movie.
 (D) She is far off best actress in the movie.
- Q.30 (A) The situation in Guyana is more serious than El Salvador.
 (B) The situation in Guyana is the most serious of El Salvador
 (C) The situation in Guyana is more serious than that of El Salvador
 (D) The situation in Guyana is more serious than the situation in El Salvador.

ANSWER KEY

1	A	6	B	11	A	16	D	21	B	26	D
2	B	7	C	12	C	17	D	22	A	27	D
3	D	8	B	13	D	18	C	23	B	28	B
4	C	9	D	14	D	19	B	24	D	29	C
5	B	10	C	15	B	20	C	25	D	30	D

PRONOUN

PRONOUN

When we use language, both in speech and writing, we constantly refer to things we have already mentioned or are about to mention. We can do this by repeating the noun group, but unless there is a special reason to do so we are more likely to use a pronoun instead. Pronouns make statements less repetitive while showing how the subjects and objects of a clause or a series of clauses are connected.

Examples:

John took the book and opened *it*.

Deborah recognized the knife as *hers*.

Sultan was pleased with *himself*.

This is a very busy place.

8.1 PERSONAL PRONOUNS

English has two sets of personal pronouns; one is used in subject position in sentences, the other as objects of verbs or prepositions.

SUBJECT PRONOUNS			OBJECT PRONOUNS	
	Singular	Plural	Singular	Plural
1st person	I	we	me	us
2nd person	you	you	you	you
3rd person	he/she/it	they	him/her/it	them

The pronoun *one* is used as an alternative to *you*, in the sense of "a person". It conveys a more formal, less personal tone and appears more often in written.

~~You can't be too careful with money.~~ (informal)

One can't be too careful with money.

i. Variability of Personal Pronouns

- **Predicate Nominals** (a noun phrase that functions as the main predicate of a sentence)
According to the prescriptivists' rule, subject personal pronouns should always be used when the pronoun is a subject predicative following *be*.
This sounds too formal to many native speakers, however. Thus, we often hear the object pronoun used.

Examples:

Who's there? It is *I*. (very formal)

Who's there? It's *me*. (less formal)

Which one is the movie star? That is *she* over there. (very formal)

Which one is the movie star? That's *her* over there. (less formal)

It is *them/they* who betray us.

• Comparisons

In *inequality comparisons*, one thing is described as greater than or less than another. Although subject pronouns are considered the prescriptively correct pronoun forms for shortened comparisons, native speakers often use an object pronoun.

Examples:

He is a lot faster than *I am*. (regular comparison)

He is a lot faster than *I*. (shortened comparison)

He's less sophisticated than *she* is.

They were better prepared than *she* was.

Examples:

In equality comparisons, two things are described as equal in some respect.

She's just as strong as *I am*. (regular comparison)

She's just as strong as *I*. (shortened comparison)

- **Object of verbs and prepositions**

We use personal object pronouns after the verb or after a preposition:

Examples:

Paula's coming to visit *us/we* in September.

Thanks again for everything you did for *me/I*.

- **Conjoined Personal Pronouns**

a) We can use *and* or *or* to join the pronouns, or nouns and pronouns. We normally put *I/me* last.

Examples:

Matthew and I are good friends.

~~*I and Matthew*~~ are good friends.

Sarah didn't know whether to ring *you or me*.

Sarah didn't know whether to ring ~~*me or you*~~.

b) If two pronouns are joined at subject position, they both should be subject pronouns. Similarly, if they are at object, both should be object pronouns.

Examples:

The research proposal was prepared by Dr. Islam and *I/me*.

There's another project, and *him/he and I* are working on it.

Me/I and Julie are going shopping.

- ii. **Anaphora and Personal Pronouns**

The noun that the pronoun substitutes for is called the *antecedent* of that pronoun. The connection between pronouns and their antecedents is called *anaphora*.

Don't mention *your plan* to Alan's wife. *She* might not approve of *it*.

The pronouns *she* and *it* in the second sentence substitute for *Alan's wife* and *your plan* in the preceding sentence. There should be an agreement between a pronoun and its referent or antecedent.

He set *the briefcase* down on the table before he opened *them/it*.

Those of us who should have *their/our* lungs x-rayed regularly.

PRONOUN

a) Too many antecedents

A pronoun should have only one antecedent, and that *antecedent* should be clear and unmistakable.

Examples:

*The supervisors told the workers that *they* would receive a bonus

The pronoun reference is unclear: Who will get the bonus - the supervisors or the workers?

They could refer to either group. We can improve this sentence as:

Revised sentence: The supervisors told the workers that *the workers* would receive a bonus

*When Mathilda lost Mary Ann's manuscript, *she* was upset

Who was upset? It could be Mathilda, but couldn't it also be Mary Ann?

Revised sentence: When Mathilda lost Mary Ann's manuscript, *Mary Ann* was upset.

*I was carrying the groceries in my left hand and the keys in my right hand when I tripped and dropped *them*.

What is "them"? It could be either the groceries, the keys, or both!

Revised sentence: I was carrying the groceries in my left hand and the keys in my right hand when I tripped and dropped the keys.

b) Hidden antecedents

Faulty / vague pronoun reference errors also occur when the antecedent of pronoun functions as an *adjective* rather than a noun.

Examples:

The candy dish was empty, but we were tired of eating *it* anyway.

The reader of this sentence might think that the *dish* was being eaten because *dish* appears to be the antecedent for the pronoun *it*.

Obviously, people do not eat dishes. What this writer means to say is, "We were tired of eating candy."

Revised sentence: The candy dish was empty, but we were tired of eating candy anyway.

c) No antecedent

Sometimes a sentence will contain pronouns that don't refer back to anything at all.

*When Mark went in for his physical exam, *they* needed to take a blood sample.

Who are "they"? The people giving the exam?

Revised sentence: When Mark went in for his physical exam, the doctors needed to take a blood sample.

7.2

REFLEXIVE PRONOUNS

The set of English reflexive pronouns is shown in the following table.

REFLEXIVE PRONOUNS	
	Singular
1st person	myself
2nd person	yourself
3rd person	himself/herself/itself/oneself
	Plural
	ourselves
	yourselves
	themselves

Reflexive pronouns are said to have a non-emphatic function and an emphatic function.

i. Non-emphatic Function

- In non-emphatic function, reflexive pronouns are used as an object of a *reflexive verb*. Some verbs can only take a reflexive pronoun as an object. These are called *reflexive verbs*.
- The following verbs are called true reflexive verb. The object of these verbs is always a reflexive pronoun.

Absent, busy, content, pride

Examples:

~~You cannot choose to absent from work on a whim.~~

You cannot choose to absent yourself from work on a whim.

~~He had busied in the laboratory.~~

He had *busied himself* in the laboratory.

~~We contented with expressing our relief.~~

We *contented ourselves* with expressing our relief.

~~He prides on his tidiness.~~

He *prides himself* on his tidiness.

- These verbs are used with a reflexive pronoun when they are used as a transitive verb and are followed by a person.

Adapt, ask (to consider something carefully), avail ("avail of" phrasal verb), behave, compose, cut, deceive (to refuse to admit), enjoy, excel, exert, express

Examples:

~~She needs to ask why nobody seems to like her.~~

She needs to ask *herself* why nobody seems to like her.

Did the children behave *them/themselves*?

~~During the examination, there is no time to relax and enjoy.~~

During the examination, there is no time to relax and enjoy *oneself*.

- These verbs do not usually take a reflexive pronoun:

Wash, bathe, shave, (un)dress and change (your clothes).

Examples:

~~Tom dressed *himself* quickly and went down to breakfast.~~

Tom dressed quickly and went down to breakfast.

~~She washed *herself* and went to the office.~~

She washed and went to the office

NOTE: We can use a reflexive pronoun when the action is difficult.

The old man was unable to *dress himself*

My back was very painful, but I managed to get *myself dressed*.

- A reflexive pronoun must be in the same clause as its antecedent. This restriction can help to make clear which noun is the antecedent of a reflexive pronoun, particularly in complex sentences.

Examples:

~~Alice told John all about *himself*.~~

Alice told John all about *herself*.

~~Mary told Cathy that Tom was fond of *herself*.~~

Mary told Cathy that Tom was fond of *himself*.

PRONOUN

ii. Emphatic Function

A reflexive pronoun is often used to emphasize and distinguish a noun or pronoun with which it occurs. In such cases the reflexive pronoun often has heavy stress, and first person and third person forms are especially common. The reflexive pronoun can appear in any of several positions.

Examples:

The director wrote to us *himself* to apologize for the dreadful service.

The director *himself* wrote to us to apologize for the dreadful service.

Of course, I *myself* would never do anything like that.

Of course, I would never do anything like that *myself*.

8.3 RECIPROCAL PRONOUNS

The reciprocal pronouns are *each other* and *one another*. We use *each other* and *one another* to show that each person in a group of two or more people does something to the others.

Example:

Rick and Gina never liked *each other*. (*Rick never liked Gina and Gina never liked Rick.*)

- Although the two reciprocal pronouns have the same meaning, *one another* is used especially in expressing a reciprocal relationship among more than two individuals or among many people.

Examples:

Ten people were blaming *each other/one another*.

Both teams played hard against *one another/each other*.

We've known each other/one another for twelve years.

Not: ~~We've known us for twelve years or We've known ourselves~~

- Reflexive pronoun *themselves* differs in meaning from the reciprocal pronoun. Be careful, and not to use *us* or *ourselves* instead of *each other/one another*.

Examples:

Alice and Joan admired *themselves*. (Alice admired herself, and Joan admired himself)

Alice and Joan admired *each other*. (Alice admired Joan, and Joan admired Alice)

~~We've known us for twelve years.~~

~~We've known ourselves for twelve years.~~

We've known each *other/one another* for twelve years.

~~Everyone in the family gave themselves presents.~~

Everyone in the family gave *one another* presents.

- We write *each other* as two separate words and we do not use a hyphen (-):

Example:

~~We got to know each other very quickly.~~

We got to know each other very quickly.

- We don't use *each other* or *one another* as a plural form:

Example:

~~They love each others.~~

They love each other.

8.4 POSSESSIVE PRONOUNS

English possessive pronouns replace noun or noun phrases that indicate possession.

Example:

The possessive pronoun *hers* can replace *Alice's car*.

I'll drive *Alice's car*.

I'll drive *hers*.

POSSESSIVE PRONOUNS

Personal pronoun	Possessive determiner	Possessive pronoun
<i>I</i>	<i>my</i>	<i>mine</i>
<i>you</i>	<i>your</i>	<i>yours</i>
<i>he</i>	<i>his</i>	<i>his</i>
<i>she</i>	<i>her</i>	<i>hers</i>
<i>it</i>	<i>its</i>	<i>its</i>
<i>we</i>	<i>our</i>	<i>ours</i>
<i>they</i>	<i>their</i>	<i>theirs</i>
<i>one</i>	<i>one's</i>	<i>one's</i>

- There are two types of possessive: possessive pronouns and possessive determiners. We use possessive determiners before a noun. We use possessive pronouns in place of a noun:

Examples:

That's not [determiner] their house. [pronoun] Theirs has got a red front door.

It was [determiner] his fault not [pronoun] yours.

Is that yours scarf? It's very similar to mine.

Is that your scarf? It's very similar to my.

Is that your scarf? It's very similar to mine.

- We avoid using *its* and *one's* as possessive pronouns except when we use them with *own*:

Examples:

The house seemed asleep yet, as I have said, it had a life of its.

The house seemed asleep yet, as I have said, it had a life of its own.

One doesn't like to spend too much time on one's.

One doesn't like to spend too much time on one's own.

- Possessive pronouns can be used in a possessive construction in which they are preceded by a *determiner + noun + of*. This construction is used when the speaker cannot or does not want to identify someone or something more precisely.

Examples:

A teacher of your mentioned that you weren't in school today.

A teacher of yours mentioned that you weren't in school today.

- The determiner in this construction may be an indefinite article, a zero article, a demonstrative determiner, or a quantifier. It generally may not, however, be a definite article.

He introduced me to the friend of his.

He introduced me to a friend of his.

The friends of mine are throwing a party.

Some friends of mine are throwing a party.

8.5 INDEFINITE PRONOUNS

When we want to refer to people or things but we do not know exactly who or what they are or their identity is not important, we can use an *indefinite pronoun*. An indefinite pronoun indicates only whether we are talking about people or about things, rather than referring to a specific person or thing.

Examples:

I was there for over an hour before *anybody* came.
Jack was waiting for *something*.

i. Singular indefinite pronouns

- The following pronouns are always used as singular.

Each, every, either, neither, one

-body: anybody, everybody, nobody, somebody;

-one: anyone, no one, someone, everyone

-thing: anything, everything, nothing, something

Examples:

Neither *was/were* selected for the job.

Neither of my parents *speaks/speak* a foreign language.

Someone *has/have* left their bag behind.

Everybody *know/knows* Tom.

NOTE: All indefinite pronouns are written as one word except '*no one*' which can also be spelled with a hyphen: '*no-one*'.

Noone/No one was at home.

- Each and Every

a) Each and every are used in front of a singular noun and are followed by a singular verb.

Example:

Each *student has/have* been given his or her own email address.

Every *student/students* in the class *is* capable of passing the exam.

b) Each of, each one of and every one of are followed by a plural noun or pronoun, but the verb is usually singular:

Each of the houses *was/were* slightly different.

I bought a dozen eggs and every one of them *were/was* bad.

c) When each is used after a plural subject, it has a plural verb:
They each have/has their own email address.

ii. Plural indefinite pronouns

The following pronouns are always used as plural, and they take a plural verb.
Several, few, both, many, others

Examples:

I think *both is/are* good.

Few has/have ever disobeyed him and lived.

Many has/have come already.

I'm sure that others *has/have* tried before us.

Some people are coming, but *many is/are* not.

iii. Singular and plural indefinite pronouns

The following pronouns are used in both ways singular and plural depending on context of the sentence, or more specifically based on the '*of*' construction. They are:
Some, any, none, all, most

There is also a mnemonic for them: that is "**SANAM**" (*Some, any, none, all, most*)

Examples:

We need some more *paint*; there *isn't/aren't* any left.

I need some *stamps*. ~~Is~~ *Are* there *any* in your bag?

Some of the music *was/were* weird.

Here *are/is* *some* of our suggestions.

Note: In negative sentences and questions *any* is usually used instead of '*some*'.

I don't want *any/some*.

Do you have *some/any* of the larger ones?

However, *some* is used in questions that expect a positive reply:

Would you like *some*?

Weren't you looking for *some* of those?

iv. Gender free language

- In more formal English, we prefer to use '*he*', '*him*' or '*himself*' to refer back to an indefinite pronoun, but many people object to this use because it suggests that the person being referred to is male. It is becoming more common to use the plural pronoun *their*:

Examples:

Somebody shouted and other voices joined *him*.

Everybody has *his* dream.

Everybody determines *his* own rates.

Each student *has* been given *their* own email address.

v. Possession of indefinite pronouns

We can add '*s*' (*apostrophe s*) to an indefinite pronoun to refer to things that belong to or are associated with people. But we do not usually *add* '*s*' to indefinite pronouns referring to things.

Examples:

She was given a room in *someone's* studio.

That was *nobody's* business.

I would defend *anyone's* rights.

I know the *value of something/something's value*.

vi. Indefinite pronoun with 'some' as an object

Note that the indefinite pronouns beginning with '*some-*' cannot be used as the object of a negative clause, unless they are followed by a qualifier, usually a prepositional phrase or a relative clause.

Examples:

~~He wasn't *someone*.~~

He wasn't *someone I admired as a writer*.

~~I wouldn't forget *something*.~~

I wouldn't forget *something that I finished reading*.

vii. Indefinite pronouns with 'no-'

Indefinite pronouns beginning with '*no-*' are always used with the affirmative form of a verb, and they make the clause negative.

PRONOUN

Examples:

Nobody left, ~~nobody did not go away.~~

Nobody left, *nobody* went away.

There was nothing you could not do, nothing at all.

There was nothing you *could do*, nothing at all.

~~She was not to see no one, to speak to nobody, not even her own children.~~

She was to see no one, to speak to nobody, not even her own children.

8.6 DEMONSTRATIVE PRONOUNS

This, that, these and those are demonstratives. We use *this, that, these* and *those* to point to people and things. *This* and *that* are singular. *These* and *those* are plural. We use them as determiners and pronouns.

Examples:

Come and look at *this*.

That's a very good idea.

Can I have one of *these*?

- i. To refer to a whole clause or its content, we use *this* or *that*.

Examples:

Hayden's wife cut up some of his musical scores to make hair curlers. ~~*These/This*~~ infuriated him.

Put the butter, chocolate and sugar in a saucepan. Heat ~~*this/these*~~ over a low flame until it melts.

- ii. In formal contexts, we can use '*that*' and '*those*' as substitutes meaning '*the one(s)*':

Examples:

The most important information is ~~*that/the one*~~ given at the beginning of the manual.

The methods employed are ~~*the ones /those*~~ familiar to researchers.

Similarly, we use *that of/those of* instead of *the one of/the ones of or the ... one/the ... ones*.

The proton has a similar mass to ~~*that of/one of*~~ a neutron.

The emotions in the poems are ~~*those of*~~ loss and grief.

~~The emotions in the poem are loss and grief ones.~~

- iii. We normally only use '*that*' as a substitute for a thing, not for a person or animal. We can use *those* as a substitute for persons, animals or things:

Have you met Mr. Kelly? ~~*That who works at the town hall.*~~

Have you met Mr. Kelly? *The one* who works at the town hall.

There are sports facilities for guests. *Those* interested in golf can enjoy our eighteen-hole course.

8.7 RELATIVE PRONOUNS

When a sentence consists of a main clause followed by a relative clause introduced by '*who*', '*whom*', '*which*', or '*that*', these words are known as relative pronouns. Relative pronouns do two things at the same time. Like other pronouns, they refer to somebody or something that has already been mentioned. At the same time they act as conjunctions, because they join clauses together.

Examples:

We don't know the person *who* donated this money.

You need to tick the box *which* says yes.

i. Who and whom

- 'Who' and 'whom' always refer to people.

Examples:

The driver *who/which* ran the stop sign was careless.

People *who/which* are clever can always find a way.

He is a man *which/whom* I met recently.

- 'Who' can be the subject of a relative clause, and 'whom' is normally used as the object of a relative clause. Nowadays, 'who' is more often used, although careful users think that it is more correct to use 'whom'.

Examples:

There's a woman over there *who/whom* I can't help noticing.

He's the man *who/whom* I saw last night.

These are two girls *who/whom* I met in Edinburgh.

- 'Who' is sometimes used as the object of a preposition when the object is separated from the preposition. Some careful speakers think that it is more correct to use 'whom'.

Examples:

That's the man *who/whom* I gave it to.

Here are the few girls *who/whom* we cannot talk to.

- 'Whom' is almost always used when the object comes immediately after the preposition.

Examples:

This is Lord Scarman, a man for *who/whom* I have immense respect.

ii. Who and Which

- 'Which' always refers to things. It can be used as the subject or object of a relative clause, or as the object of a preposition.

Examples:

Pakistan is a region *which/who* was threatened by growing poverty.

Here are two horses *who/which* he owned.

This is the house in *whom/which* I was born.

- We don't use *what* as a relative pronoun:
So, he can make himself easily understood in the two languages, *what/which* helps a lot.

iii. Who/Which and That

- Relative clauses referring to a whole sentence are always introduced by *which*:

Examples:

There's going to be a new headteacher in September, *that/who/which* is good.

He's so happy. *Which/that* is much more important.

PRONOUN

- 'That' can refer to either people or things. It can be used as the subject or the object of a relative clause or the object of a preposition.

Examples:

False promises are the games *that* politicians play.

He's the boy *that* sang the solo last night.

It was the first bed *that* she had ever slept in.

- With people, we prefer *who*, and with things, we use *which*. We can use *that* with both, but *that* is less formal.

Who was the *girl who/that* you came with?

It was a *dream which/that* came true.

- We use 'who' to introduce defining* and non-defining* relative clauses while *that* only in defining clause.

Examples:

The young *man who/that* lives on the corner rides a motor-bike. (defining clause)

Einstein, who/that failed his university entrance exam, discovered relativity. (non-defining clause)

There's this guy at work, *that/who*'s one of my friends.

*Defining clause: We use defining relative clauses to give essential information about someone or something – information that we need in order to understand what or who is being referred to:

Examples:

They're the people *who* want to buy our house.

Here are some cells *which* have been affected.

*Non-defining clause: We use non-defining relative clauses to give extra information about the person or thing. It is not necessary information. We don't need it to understand who or what is being referred to.

Examples:

Clare, *who* I work with, is doing the London marathon this year.

Allen, *who* scored three goals in the first game, was the only player to perform well.

- We often use *that* when we do not mean a specific person (*all, some, anyone, etc.*).

Examples:

Anyone *who/that* knows the facts must disagree with the official view.

We can supply you with everything *which/that* you need.

All *which/that* glitters is not gold.

- *That* is preferably used with the noun which is modified by "same".

Examples:

She is still the *same* loving person *that/who* I knew at college.

She was wearing *the same dress that/which* I had on.

- We often use *that* after superlatives:

Examples:

The Wimbledon men's final was the best game of tennis *that/which* I've ever seen.

It is *the most interesting* movie *which/that* I've ever seen!

- *That* can refer to the complement of a preposition. Unlike *which*, *whom* and *whose*, we can't use *that* with the preposition immediately before it:

Example:

We've got some tennis balls *that* you can play *with*.

~~We've got some tennis balls *with that* you can play.~~

iv. Whose

We usually use *whose* as a relative pronoun to indicate possession by people and animals. In more formal styles we can also use it for things in defining and non-defining clauses. '*Whose*' is often included with relative pronouns, although it is in fact a kind of possessive determiner. That's why it cannot be used by itself, but must come in front of a noun.

Examples:

~~He's marrying *whose* family don't seem to like him.~~

He's marrying *a girl whose* family don't seem to like him.

There was I and there was Kate, *whose/that* party it was. (It was Kate's party)

~~There was *whose* name I've forgotten.~~

There was a *chap whose* name I've forgotten.

- We can use *whose* + noun as the complement of a preposition. We put the preposition immediately before the relative pronoun.

Examples:

~~Kate, *whose* sister I used to share a house *with*, has gone to work in Australia.~~

Kate, with *whose* sister I used to share a house, has gone to work in Australia.

~~Thomas Goldney III, *whose* house several students have lived *in*, was described a very curious gentleman.~~

Thomas Goldney III, *in whose* house several students have lived, was described a very curious gentleman.

8.8 INTERROGATIVE PRONOUNS

One way of asking questions is by using an interrogative pronoun. The interrogative pronouns are '*who*', '*whose*', '*whom*', '*what*', and '*which*'. They can be used as the subject or object of a clause, or as the object of a preposition. '*Whose*' and '*which*' can also be determiners. Other words, such as '*where*', '*when*', '*why*', and '*how*', can also be used to ask questions.

Examples:

Who called last night?

Which keys are yours?

Whom do I ask for at the desk?

What did you do when the electricity failed?

Whose watch is this?

- Interrogative pronouns refer to the information you are asking for. '*Who*', '*whose*', and '*whom*' are used when we think that the answer to the question will be a person.

Examples:

'He lost his wife.' '*Who/Which*? Terry?'

He looked at the cat. '*Whose/which* is it?'

'*To whom/what*, if I may ask, are you engaged to be married?' 'To Daniel Orton.'

- '*Which*' and '*what*' are used when you think that the answer to the question will be something other than a person.

Examples:

'Is there really a difference? *Which/Who* do you prefer?'

- '*What/Who* did he want?' 'Maurice's address.'

- We use *what* when we ask about specific information from a general range of possible answers:

Examples:

Which/What's the tallest building in the world?

Which/What did you say? I couldn't hear you.

Which/What's your address?

- We use *which* when we ask for specific information from a restricted range of possible answers:

What/Which one is your sister?

What/Which hand do you write with?

TEST ON PRONOUN

SPOT THE ERROR

In the first type of sentences, some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected.

- Q.1 The dog, that was black and white, barked a lot when I gave him his dinner.
A) B) C) D)
- Q.2 While comparing my mother and father, I don't know which is the stricter.
A) B) C) D)
- Q.3 My mom asked me who else I was visiting when I told her whom I was going to visit and I said "I will visit whomever i want."
A) B) C) D)
- Q.4 When you asked who was invited, I told you "I will invite whoever you want me to, but I don't know whose party it is."
A) B) C) D)
- Q.5 The mothers should realize that once you get a baby, they will have to take care of it twenty four hours.
A) B) C) D)
- Q.6 Ali was concerned when the teacher called because he did not know the homework assignment.
A) B) C) D)
- Q.7 She likes fish better than him, but he likes chicken better than she.
A) B) C) D)
- Q.8 I can't tell you what to do, and if you don't want to learn grammar for myself, I can't make you.
A) B) C) D)
- Q.9 Between you and I, I just don't know if Alex likes me or if I like him.
A) B) C) D)
- Q.10 Cookies and tea are my two favorite foods and that are the things that I eat every day.
A) B) C) D)
- Q.11 Everyone knows that they will not win the race without dedication, so it is imperative that each runner run for a mile a day.
A) B) C) D)
- Q.12 The five kids which won the awards were all happy that they were recognized for their talents.
A) B) C) D)

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Q.13 As per the bank regulations, either one of the account holders, my mother, my father or I can withdraw money from the account.

A) B)

C) D)

Q.14 I accidentally shot me in the foot with the brand new toy gun I got for Christmas.

A)

B)

C) D)

Q.15 If you ever move across the country, one should always take the scenic route

A)

B)

because America has some of the most spectacular landscapes in the entire world.

C)

D)

DIRECTIONS:

In each question in the following, four alternative sentences are given. Choose the **CORRECT** one and fill the circle corresponding to that letter in the answer sheet.

Q.16 A) Each of the participants were required to have their height and weight recorded.
B) Each of the participants was required to have there height and weight recorded.
C) Each of the participants was required to have their height and weight recorded.
D) Each of the participants was required to have his or her height and weight recorded.

Q.17 A) I, you and he are fighting for a more worthy cause.
B) You, he and I are fighting for a more worthy cause.
C) He, I and you are fighting for a more worthy cause.
D) You, I and he are fighting for a more worthy cause.

Q.18 A) It is very important for children to learn mathematics, so I hope that they teach them the basics.
B) It is very important for children to learn mathematics, so I hope teachers teach them the basics.
C) It is very important for children to learn mathematics, so I hope that they learn the basics from them.
D) It is very important for children to learn mathematics, so I hope the basics are taught them by them.

Q.19 A) Karen was alarmed when Susan took the test, she had not been planning that.
B) Karen was alarmed when Susan took the test, because she had not been planning that.
C) Karen was alarmed when Susan took the test, because Susan had not been planning to take it.
D) Karen was alarmed when Susan took the test, since the test was unplanned.

Q.20 A) Joseph Smith's biography was written by Mike Jones two weeks after his death.
B) Joseph Smith's biography was written by Mike Jones two weeks after he died.
C) Joseph Smith's biography was written by Mike Jones two weeks later than his death.
D) Joseph Smith's biography was written by Mike Jones two weeks after Smith's death.

Q.21 A) Susan and Mike visited Europe last year, and she took lots of pictures.
B) Susan and Mike visited Europe last year, and lots of pictures were taken by her.
C) Susan and Mike visited Europe last year, and pictures, lots of them, were taken.
D) Susan and Mike visited Europe last year, and lots of pictures were taken by Susan.

- Q.22 A) The cat scratched my son, so I sent him to the corner.
B) The cat scratched my son, so he was sent to the corner.
C) The cat scratched my son, so I sent the cat to the corner.
D) The cat scratched my son, so to the corner went the cat.
- Q.23 A) The firm buys frozen seafood in bulk, packs it into smaller pouches and then they sell them to the local grocery stores.
B) The firm buys frozen seafood in bulk, packs it into smaller pouches and then it sells them to the local grocery stores.
C) The firm buys frozen seafood in bulk, packs it into smaller pouches and then sells them to the local grocery stores.
D) The firm buys frozen seafood in bulk, packs it into smaller pouches and then they sell the pouches to the local grocery stores.
- Q.24 (A) The drowning death of the star swimmer has left those whom knew him wondering just what he might have achieved had his life not been cut short.
B) The drowning death of the star swimmer has left those whom he knew wondering just what he might have achieved had his life not been cut short.
C) The drowning death of the star swimmer has left those who knew him wondering just what he might have achieved had his life not been cut short.
D) The drowning death of the star swimmer has left those who knew them wondering just what he might have achieved had his life not been cut short.
- Q.25 A) The price of corn is too high what he is offering.
B) The price of corn is too high what is being offered.
C) The price of corn is he is offering is too high.
D) The price of corn being offered is too high.
- Q.26 A) After a thorough examination of the two crab specimens, biologists Norman and Clive concluded that they belong to the same species.
B) After a thorough examination of the two crab specimens, biologists Norman and Clive concluded that the two crabs belong to the same species.
C) After a thorough examination of the two crab specimens, biologists Norman and Clive concluded that the crab specimen belong to the same species as them.
D) After a thorough examination of the two crab specimens, biologists Norman and Clive concluded that the crabs are specimen of the same species.
- Q.27 A) Jack was not selected to be the flag bearer because I am taller than him.
B) Jack was not selected to be the flag bearer because he is not taller than me.
C) Jack was not selected to be the flag bearer because I am taller than he.
D) Jack was not selected to be the flag bearer because me is taller than him.

PRONOUN

- Q.28 A) The new financial regulations are good for high salary workers only, it can be potentially disastrous for low income workers, who will have to spend lot of money to maintain their lifestyle.
 B) The new financial regulations are only good for high salary workers; the regulations may be disastrous for low income workers, who will have to spend lot of money to maintain their lifestyle.
 C) The new financial regulations are only good for high salary workers, who can be potentially disastrous for low income workers, who will have to spend lot of money to maintain their lifestyle.
 D) The new financial regulations are good for only high salary workers, it can be potentially disastrous for low income workers, who will have to spend lot of money to maintain their lifestyle.
- Q.29 A) Basketball is much different than football in that its athletes are generally taller it requires more endurance.
 (B) Basketball is much different than football in that basketball's athletes are generally taller it requires more endurance.
 C) Basketball is much different than football in that basketball's athletes are generally taller and have more endurance.
 D) Basketball is much different from football in that basketball's athletes are generally taller and have more endurance.
- Q.30 A) When one reaches the first plateau, it does not guarantee that you will complete the climb to the summit.
 B) Reaching the first plateau does not guarantee that you will complete the climb to the summit.
 C) Because one reaches the first plateau, it does not guarantee that you will complete the climb to the summit.
 D) One's reaching the first plateau does not guarantee that you will complete the climb to the summit.

ANSWER KEY

1	B	6	C	11	A	16	D	21	A	26	B
2	C	7	B	12	A	17	B	22	C	27	C
3	B	8	D	13	A	18	B	23	C	28	B
4	C	9	A	14	A	19	C	24	C	29	D
5	C	10	C	15	A	20	D	25	D	30	B

VERB

A verb is the part of speech (or word class) that describes an action or occurrence or indicates a state of being. There are two main classes of verbs:

(i) Main verbs

The large open class of lexical verbs (also known as main verbs or full verbs--that is, verbs that aren't dependent on other verbs)

(ii) Auxiliary verbs

The small closed class of auxiliary verbs (also called helping verbs). The two subtypes of auxiliaries are the primary auxiliaries (*be, have, and do*), which can also act as *lexical verbs*, and the modal auxiliaries (*can, could, may, might, must, ought, shall, should, will, and would*). Verbs and verb phrases usually function as predicates. They can display differences in tense, mood, aspect, number, person, and voice.

9.1 TRANSITIVE AND INTRANSITIVE VERBS

i. Transitive verbs

- Some verbs always need an object. These are called transitive verbs. We don't need a preposition after these verbs.

Verbs which are most commonly used intransitively:

Ask, describe, get, need

Take, attend, discuss, like, raise, telephone, believe, emphasise, join, receive, use, buy, enjoy

lose, say, want, consider, expect, love, suggest, watch, contact, find, make,

Examples:

Did you *enjoy* the film?

I can't find *her name* on the list.

Suzanne took *my car keys*.

~~The book emphasises *on the role* of the arts in society.~~

The book *emphasises the role* of the arts in society.

~~I tried to go to sleep but the man kept *disturbing*.~~

I tried to go to sleep but the man kept *disturbing* me.

- Sometimes when a clause lack a real object, we use *it* as an empty object.

Verbs which often take *It* as an empty object include:

Appreciate, enjoy, hate, like, love, regret.

Examples:

~~She doesn't *like* when people criticize.~~

She doesn't *like it* when people criticize.

~~I would *appreciate* if you could send me the book.~~

I would *appreciate it* if you could send me the book.

VERB

- Some verbs may be followed by an *object + complement*

VERB + OBJECT + COMPLEMENT

We found the hotel very comfortable.

The news made her rather sad.

However, if the object is a clause (e.g. 'to stop smoking'), we have to use a different pattern:

VERB + IT + COMPLEMENT + TO-CLAUSE

He finds it difficult to stop smoking.

They made it impossible to leave the company.

If the verb in the to-clause has a subject, we put it into a *for*-phrase:

VERB + IT + COMPLEMENT + TO-CLAUSE

They made it impossible for the john to leave the company.

Verbs that often appear in this pattern include:

Believe, consider, find, make, think, etc.

Example:

~~Some people find difficult to stop smoking.~~

Some people *find it difficult* to stop smoking.

~~The seating arrangement makes difficult for the pupils to talk to each other.~~

The seating arrangement *makes it difficult* for the pupils to talk to each other.

- Some transitive verbs have meanings which require two *objects*, a *direct object* and an indirect object:

VERB + INDIRECT OBJECT + DIRECT OBJECT

I	gave	him	the wallet I had found.
She	lent	us	enough money to get home.

Verbs which are often used in this pattern include:

Ask, book, bring, buy, charge, cost, fetch, get, give, grant, hand, leave, lend, make, offer, owe, pass, pay, promise, read, refuse, save, sell, send, show, take, teach, tell, throw, write, etc.

Examples:

~~My grandmother left for me all her jewellery.~~

My grandmother left *me* all her jewellery.

~~I went up to the policeman and gave what I had found.~~

I went up to the policeman and *gave him what* I had found.

- After some *reporting verbs*, we have to mention the '*hearer*'. This group includes: *advise, assure, convince, inform, notify, persuade, reassure, remind and tell, etc.*

Examples:

The doctor *reassured* that my problem was not serious.

The doctor *reassured me* that my problem was not serious.

~~Clever salesmanship can persuade to buy things you don't really want.~~

Clever salesmanship can *persuade you* to buy things you don't really want.

- There is a small group of verbs which are followed by a *noun phrase + that-clause*:
They must *face + the fact + that* our products are far superior.

We cannot *ignore + the possibility + that* these machines could lose us our jobs.

The head of the noun phrase is always an *abstract noun*, e.g. *fact, possibility, danger, belief, suspicion*. Note also that the conjunction *that* at the beginning of the *that-clause* cannot be omitted.

Verbs and verbal expressions often used in this pattern include:

Account for, allow for, comment on, complain about, dwell on/upon, face (accept), ignore, object to, pay attention to, . reject, substantiate, support, etc.

Examples:

~~They always ignore that their country attacked us first.~~

They always *ignore the fact* that their country attacked us first.

ii. Intransitive verbs

Some verbs never have an object. These are called intransitive verbs.

Verbs which are most commonly used intransitively:

Appear, die, Lie, Sneeze, Arrive, Disappear, Live, Snow, Come, Fall, Rain, Wait, Cough, Happen, Rise, Work,

Examples:

Rita *looked* upset.

Did it *rain* last night?

~~Suddenly Joss appeared himself in the doorway.~~

Suddenly Joss *appeared* in the doorway.

- After some *reporting* verbs, we do not mention the '*hearer*'. This group includes:

Argue, deny, enquire, insist, reply and say.

Examples:

She told the doctor that she was unable to sleep.

~~She replied me that there was no hot water.~~

She *replied* that there was no hot water.

~~The rules require you that you bring only one guest to the dinner.~~

The rules *require that you* bring only one guest to the dinner.

- Some verbs can be used with or without an object. These are called transitive (with an object) and intransitive (without an object) uses of the verbs.

Examples:

Clean, close, concentrate, eat, open, sing, etc.

Examples:

Transitive	Intransitive
<i>I just can't eat hot food.</i>	<i>What time do you want to eat?</i>
<i>She entered the room looking nervous.</i>	<i>Do not enter.</i>
<i>He drives a van for a delivery firm.</i>	<i>I learnt to drive when I was twenty.</i>
<i>My father left school when he was fourteen.</i>	<i>We should leave now.</i>
<i>She won a competition and got a free trip to Copenhagen.</i>	<i>How was the match? Did you win?</i>

- Some verbs cause confusion about their use. Sometimes, it's a little bit tricky to recognize them because of their similar spellings.

VERB

a) Lie/Lay

The verbs *Lay* and *Lie* are sometimes confused. *Lay* (*laying, laid, laid*) is a *transitive verb* and needs an *object*:

Why have the chickens stopped *laying* eggs? (producing)

The waiters were busy *laying* the tables. (preparing)

She *laid* the cards face down on the table. (put)

When we are talking about the position of someone or something, we use *lie* (*lying, lay, lain*) + adverbial:

He spent the whole weekend *lying* under his car.

The dog *lay* motionless in the middle of the road.

I was so worried that I *lay* awake all night.

She has *lain* in bed for a week without speaking.

This year the birds have *laid* eggs on the veranda.

Two hours later he found himself *lying* in his own bed again.

b) Fall/Fell

The verbs *Fall* and *fell* are sometimes confused. *Fall* (*falling, fell, fallen*) is an *intransitive verb* and is used without an *object*:

The rain was *falling* steadily.

One of the kids *fell* into the river.

Fell (*fell, felled, felled*) is a *transitive verb* and is used with an *object*.

He *felled* his opponent with a single blow.

He *felling* a tree.

The film was so boring that I *felled* asleep.

He eventually *felled* his opponent with a punch to the head.

c) Set/Sit

Set (*setting, set, set*) is usually a *transitive verb*.

He *set* a vase of flowers on the table.

Set the lamp on the table.

Sit (*sitting, sat, sat*) is an *intransitive verb*.

Don't *sit* on the floor - you might dirty your dress.

Come and *sit* beside me, duck.

He *sit/set* the books down on the table.

She *sit/set* the tray down beside me.

Children can't *sit/set* still for long without fidgeting.

d) Raise/Rise

Raise (*raising, raised, raised*) is a transitive verb.
Would all those in favor please *raise their hands*?
He *raised the window* and leaned out.

Rise (*rising, rose, risen*) is an intransitive verb.
The aircraft *rose* slowly into the air.
Food prices are likely to *rise* again.

I hope they don't *raise/rise* prices again.
The aircraft slowly *raised/rose* into the air.
I *rose/raised* the child off the ground.

e) Reach/Arrive

Reach (*reaching, reached, reached*) is a transitive verb and takes an object. On other hand, arrive (*arriving, arrived, arrived*) is an intransitive and is used without object.
We hoped to *arrive/reach* the camp before dark.
The train *reach/arrived* at six o'clock.
Four police officers suddenly *reached/arrived* at their house.

f) Say/Tell

Tell (*telling, told, told*) is a transitive verb and takes an object. Say (*saying, said, said*) is used as an intransitive or as a prepositional verb and is used without object.

~~I didn't believe a word she said that.~~

I didn't believe a word she *said*.

~~Tell about your holiday then.~~

Tell me about your holiday then.

She *said/told* the doctor that she was unable to sleep.

iii. Cannot help(doing)/cannot help but (do)

Cannot help (doing) something and cannot help but do something are used to say that it is impossible to prevent or avoid something

Examples:

~~I can't help thinking/ can't help think~~ he knows more than he has told us.

He *can't help being* ugly.

She *couldn't help but wonder* what he was thinking.

9.2 REFLEXIVE VERBS

When the *subject* and *object* of a transitive verb refer to the same person or thing, we use a reflexive pronoun as the *object*, e.g. myself, herself, themselves, etc.

She tripped and fell, but she didn't *hurt herself*.

Sometimes, especially in imperative clauses, the subject is not actually mentioned:

Don't forget to *introduce yourself* to everybody.

VERB

Verbs which often have a reflexive pronoun as object, sometimes called '*reflexive verbs*', include:

*Absent**, *adapt*, *ask*, *avail**, *behave*, *blame*, *busy**, *compose*, *content**, *cut*, *deceive*, *dress*, *dry*, *enjoy*, *excel*, *exert*, *express*, *familiarize*, *fool*, *free*, *hurt*, *injure*, *introduce*, *kill*, *look after*, *please*, *pride**, *wash*

*The object of these verbs is always a reflexive pronoun.

Examples:

~~We were killing~~ laughing.

We were *killing ourselves* laughing.

~~I should like to familiarize with the latest teaching methods.~~

I should like to familiarize *myself* with the latest teaching methods.

(For detail: See reflexive pronoun)

9.3 SUBJUNCTIVE VERBS

A *subjunctive verb* uses the simple form of *a verb*. It does not have present, past, or future forms; it is neither singular nor plural. Sentences with subjunctive verbs generally *stress importance or urgency*.

Common verbs and expressions followed by the subjunctive in a noun clause

Advise (that), *propose (that)*, *ask (that)*, *recommend (that)*, *demand (that)*, *request (that)*, *insist (that)*, *suggest (that)*

It is critical (that), *it is important (that)*, *it is essential (that)*, *it is necessary (that)*, *it is imperative (that)*, *it is vital (that)*

Examples:

The teacher *demand*s that we ~~should be~~/be on time.

I *insisted* that he ~~should pay~~/pay me the money.

~~It was crucial that you were there before Tom arrives.~~

It was *crucial* that you *be* there before Tom arrives.

~~It is important she attends the meeting.~~

It is *important* she *attend* the meeting.

Note 1: *Should* is also possible after *suggest* and *recommend*

I *suggested* that she see a doctor.

I *suggested* that she *should* see a doctor.

Note 2: The subjunctive is more common in American English than British English. In British English, *should + simple form* is more usual than the subjunctive:

The teacher insists that we should be on time.

9.4 VERB + INFINITIVE/VERB + GERUND

i. Verb + Infinitive

An *infinitive* = *to + the simple form* of a verb (to see, to be, to go, etc.).

I hope *to see* you again soon.

He promised *to be* here by ten.

Some verbs can be followed immediately by a *to-infinitive*:

agree to, appear to, ask to, decide to, expect to, fail to, hope to, intend to, need to, offer to, plan to, pretend to, promise to, promise, refuse to, seem to, want to, wish to, would like to

Examples:

She *hopes going/to go* to university next year.

The college principal promised *looking / to look* into the matter.

She refused *accepting / to accept* that there was a problem.

ii. Verb + Gerund

A *gerund* is the *-ing form* of a verb used as a noun. A gerund is used in the same ways as a noun, i.e., as a subject or as an object.

Playing tennis is fun.

We talked about *going* to Canada for our vacation.

Common verbs that are normally followed by the *-ing form*, not the *to-infinitive*:

Appreciate, avoid, bear, consider, delay, deny, detest, discuss, dislike, endure, enjoy, finish, (get through), imagine, involve, keep (keep on), mention, mind, miss, postpone (put off), practise, quit (give up), resent, risk, stand, stop, suggest

Examples:

I always *enjoy* cooking.

~~I always enjoy to cook.~~

We haven't finished eating yet.

~~We haven't finished to eat.~~

She *keeps to-change/changing* her mind about the wedding.

iii. New subject before -ing

Some of these verbs (e.g. *can't stand, dislike, imagine, involve, mind, miss, put off* and *risk*) can be used with a new subject before the *-ing form* (underlined in the examples below). If the new subject is a pronoun, it is in the object form (*me, him, her, us, them*):

Examples:

We just couldn't *imagine* Gerry *to-sing/singing* in public.

Do you mind me *be/being* here while you're working?

I don't want to *risk* him *to-lose/losing* his job.

iv. Verbs followed by a to-infinitive or -ing

Hate, like, love and *prefer* can be followed either by *-ing* or a *to-infinitive*. The difference in meaning is often small. The *-ing form* emphasizes the verb itself. The *to-infinitive* puts the emphasis more on the preference for, or the results of, the action.

Examples:

I *like cooking* Pakistani food. (emphasis on the process itself and enjoyment of it)

I *like to drink* juice in the morning. (emphasis more on the preference or habit)

She *hates cleaning* her room. (emphasis on the process itself and no enjoyment of it)

I *hate to be* the only person to disagree. (emphasis more on the result: I would prefer not to be in that situation.)

VERB

Note:

When *hate, like, love* and *prefer* are used with *would* or *should*, only the *to*-infinitive is used, not the *-ing* form:

Examples:

~~She'd love getting a job nearer home.~~

She'd love to get a job nearer home.

~~Would you like having dinner with us on Friday?~~

Would you like to have dinner with us on Friday?

v. To-infinitive or -ing form with a change in meaning

Some verbs can be followed by a *to*-infinitive or the *-ing* form, but with a change in meaning: *go on, need, remember, try, mean, regret, stop, want*

Compare

<i>-ing</i> form	<i>to</i> -infinitive
<i>Working in London means leaving home at 6.30. (Because I work in London, this is the result or consequence.)</i>	<i>I didn't mean to make you cry. (I didn't intend to make you cry.)</i>
<i>He went on singing after everyone else had finished. (He continued singing without stopping.)</i>	<i>She recited a poem, then went on to sing a lovely folk song. (She recited the poem first, then she sang the song.)</i>
<i>I tried searching the web and finally found an address for him. (I searched the web to see what information I could find.)</i>	<i>I tried to email Simon but it bounced back. (I tried/attempted to email him but I did not succeed.)</i>
<i>She stopped crying as soon as she saw her mother. (She was crying, and then she didn't cry anymore.)</i>	<i>We stopped to buy some water at the motorway service area. (We were travelling and we stopped for a short time in order to buy some water.)</i>

vi. Verbs followed by a direct object and a *to*-infinitive

Some verbs are used with a direct object followed by a *to*-infinitive. These verbs include:

Advise Hate like persuade request
Ask Help love prefer teach, challenge instruct need recommend tell
Choose intend order remind want
Forbid invite

I advised him getting/to get a job as soon as possible.

Did Martin teach Gary paying/to play squash?

They want me going/to go to Germany with them

vii. 'to' as a preposition and 'to' as infinitive

To is used as a preposition with the following words and causes confusion. We use *gerund* after '*to*' with the following words.

Be accustomed + to, in addition + to, be committed + to, be devoted + to, look forward + to, object + to, be opposed + to, be used + to

Examples:

He objected to label/labelling him as a magician.

~~*We're looking forward to him to arrive next week.*~~

We're looking forward to him arriving next week.

9.5 VERBS OF PERCEPTION

After some verbs we can use an *object + an infinitive* without *to* (*bare infinitive*) or *object + ing form* (*gerund*).

i. *The infinitive* is used when we want to say that we *hear or see* the whole of an action or event. We can use this structure with these verbs:

Feel, hear, listen to, notice, see, watch

Examples:

Rachel *saw* David *fall/falling* down the steps.

Vicky *heard* someone *closing/close* the door.

We all *felt* the house *shaking/shake*.

ii. *The -ing form* is used when we *hear or see* an action or event *in progress*. We can use this structure with these verbs:

feel, find, hear, listen to, notice, see, smell, watch

Examples:

Rachel *saw* David *walking/to-walk* with a stick.

Can you *hear* someone *playing/play* the piano?

We *found* Matthew *to-exercise/exercising* in the gym.

I could *feel* an insect *erawl/crawling* up my leg.

9.6 LINKING VERBS

The verbs like *be* that may be followed immediately by an adjective are called "Linking verbs." An adjective following a linking verb describes the subject of a sentence.*

Common verbs that may be followed by an adjective:

Feel, look, smell, sound, taste, appear, seem, become (and *get, turn, grow* when they mean "become").

We use adjective after linking verbs.

Example:

The soup *smells good/well*.

This food *tastes deliciously/delicious*.

The children *feel happily/happy*.

The weather *became cold/coldly*.

Note: They also used sometimes as an action verbs then we can use an adverb with them.

Sylvia *tasted* the spicy soup *quickly/quick*.

I *smelled* the delicious aroma of a mushroom *excitedly/excited*.

9.7 CAUSATIVE VERBS

Make, have, and get can be used to express the idea that "X" causes "Y" to do something. When they are used as causative verbs, their meanings are similar but not identical.

Examples:

(a) I *made* my brother *carry* my suitcase.

(b) I *had* my brother *carry* my suitcase.

(c) I *got* my brother *to carry* my suitcase.

i. Make

Causative *make* is followed by the simple form of a verb, not an infinitive. *Make* gives the idea that "X" gives "Y" *no choice*.

Examples:

Mrs. Lee *made* her son *clean* his room. (Mrs. Lee's son had *no choice*.)

~~She made him to clean his room.~~

Sad movies *make/to make* me cry.

However, in the passive voice, we must use *an infinitive with to*:

The people were *made wait/to wait* outside.

ii. Have

Causative *have* is followed by the simple form of a verb, not *an infinitive*. (*Have* gives the idea that "X" *requests* "Y" to do something.)

Examples:

I *had* the plumber *repair* the leak. (The plumber repaired the leak because I asked him to.)

~~I had him to repair the leak.~~

Jane *had* the waiter *to bring/bring* her some tea.

Note: We use *past participle* instead of *infinitive* when the object of *have* is *a thing* not a person.

Examples:

We're having the house *paint/painted* next month.

You've had your *hair to cut/cut*!

We're having *our car repair/repared*.

iii. Get

Causative *get* is followed by *an infinitive*. *Get* gives the idea that "X" *persuades* "Y" to do something.

Examples:

The students *got* the teacher *to dismiss* class early. (The students managed to persuade the teacher to let them leave early.)

Jack *got* his friends *to play* soccer with him after school.

We also use *get + object (o) + -ed* form when we say that we cause something to happen or to be done.

I'm *getting* the computer *repair/repared* on Monday.

I'll *get* your jacket *clean/cleaned* if you like.

iv. Let & Help

Some people say that *let* and *help* are also causative, but they are not. Anyhow, they take *an infinitive* without *to* after their object.

Examples:

~~She let me to look at the photos.~~

She *let me look* at the photos.

~~Let me to move these books out of your way.~~

Let me *move* these books out of your way.

Note: We don't use *let* in the passive with this meaning:

~~We weren't let to take photographs inside the theatre.~~

They didn't *let us take* photographs inside the theatre.

We also use *help* with an object and *an infinitive with or without to*:
Jack is helping me *to tidy* my CDs. Or

Jack is helping me *tidy* my CDs.

Note:

We don't use *help* with an *-ing* form:

~~I am trying to *help him looking* for a new bike.~~

I am trying to *help him look* for a new bike.

v. **Had Better & Would Rather**

Had better and would rather also take a bare infinitive:

Examples:

We *had better hurry* up or we'll miss the train.

I *would rather stay* indoors until the rain stops.

- Had better is a fixed expression and it means that someone should do an action. The verb form is always *had*, not *have*. It is followed by the *infinitive* without *to*:

Examples:

~~You *had better not to let* me see you do that again!~~

You *had better not let* me see you do that again!

~~*Hadn't you better to see* a doctor?~~

Hadn't you better see a doctor?

~~You *would better report* the matter to the police.~~

You *had better report* the matter to the police.

- vi. We use *would rather* to talk about preferring one thing to another. *Would rather* has two different constructions. Compare:

- When the subject is the same person in both clauses, we use *would rather* followed by the base form of the verb:

Examples:

SAME SUBJECT (+ BASE FORM)

I *would rather ~~to stay~~/stay* at home than go out tonight.

I *would rather not ~~to go~~/go* out tonight.

- When the *subjects of the two clauses are different*, we often use the *past simple* to talk about the present or future, and the *past perfect* to talk about the past:

DIFFERENT SUBJECT (+ PAST SIMPLE CLAUSE)

I *would rather you stay/stayed* at home tonight.

I *would rather you didn't go* out tonight.

~~She *wouldn't rather you phoned* after 10 o'clock.~~

She *would rather you didn't phone* after 10 o'clock.

- When we want to refer to the past we use *would rather + have + -ed* form (perfect infinitive without *to*):

Examples:

She *would rather have spent* the money on a holiday. (The money wasn't spent on a holiday.)
I'd rather *have seen* it at the cinema than on DVD. (I saw the film on DVD.)

9.8 STATIVE VS. DYNAMIC VERBS

English verbs can be divided into two categories: stative and dynamic. Stative verbs express a state, rather than an action that is carried out by the subject. Dynamic verbs, on the other hand, express actions that a subject can carry out.

STATIVE VERBS

He has a book.

The flag is red and blue.

She knew that man.

They owned a car.

DYNAMIC VERBS

He wrote a book.

She unfolded the Rag.

She greeted that man.

They bought a car.

Stative verbs usually cannot appear in present progressive and past progressive tenses, but dynamic verbs can.

Here is a list of common stative verbs

Abhor,

adore, Astonish, Believe, Desire, Detest, Dislike, Doubt, Feel, Forgive, Guess, Hate, Hear, Imagine, Impress, Intend, Know, Like, Love, Mean, Mind, Perceive, Please, Prefer, Presuppose, Realize, Recall, Recognize, Regard, Remember, Satisfy, See, Smell, Suppose, Taste, Think, Understand, Want, Wish,

Examples:

~~He is having~~ a book.

He *has* a book.

~~She is loving~~ classical music

She *loves* classical music

~~I am liking~~ reading newspaper daily.

I *like* reading newspaper daily.

9.9 PREPOSITIONAL VERBS

- A prepositional verb is a **verb + preposition**.

The dog *belongs to* our neighbours.

The preposition always goes before the object.

~~I'm waiting you for.~~

I'm *waiting for* you.

In questions the preposition usually goes at the end of the sentence.

~~Who are you waiting?~~

Who are you *waiting for*?

- Some verbs can go with a number of different prepositions.

I'm *looking at* these photos.

I'm *looking for* my ticket.

I'm *looking after* the children while their parents are out.

The police are *looking into* the matter.

- Some common prepositional verbs

Here are some more examples.

Agree with, apologize for, approve of, apply for, ask for, believe in, care for, consist of, deal with, decide on, depend on, feel like, laugh at, listen to, pay for, rely on, suffer from, etc.

Examples:

Tom's neighbours ~~apologized at~~ *apologized for* the noise.

~~I approve the new scheme.~~

I *approve of* the new scheme.

The patient ~~asked about~~ a glass of water.

The patient *asked for* a glass of water.

The US ~~consists on~~ *consists of* fifty states.

Vicky ~~suffers at~~ *suffers from* headaches.

Note: We do not normally use a preposition after these verbs:

Answer, approach, control, demand, enter, expect, leave, reach, request, attack, resemble, sign, comprise, love, hate.

The President ~~is entering into~~ the building.

The President *is entering* the building.

9.10 PHRASAL VERBS

A phrasal verb is a verb + adverb, e.g. *come in, sit down, take off*. There are very many phrasal verbs in English.

- Some phrasal verbs are easy to understand.

Examples:

Tom asked Melanie to *come in*.

The man in front *turned round* and stared at me.

The meanings are clear if we know the words come, in, turn and round.

- But many phrasal verbs are idiomatic. The verb + adverb has a special meaning.

Examples:

Fortunately the plan *came off*. (= succeeded)

Why did you *turn down* such a good offer? (= refuse)

I can't *make out* if it's a man or a woman over there. (= see clearly)

- When a phrasal verb has an object, the object can go either before or after the adverb.

Examples:

Melanie *took* her coat *off*. OR

Melanie *took off* her coat.

I wrote the number *down*. OR

I *wrote down* the number.

Who *let* the cat *out*? OR

Who *let out* the cat?

- A pronoun (e.g. *it, them*) always goes before the adverb.

Examples:

~~Melanie felt hot in her coat, so she took off it.~~

Melanie felt hot in her coat, so she *took it off*.

~~There have been a number of raids. The police know who carried out them.~~

There have been a number of raids. The police know who *carried them out*.

VERB

9.11 CONDITIONALS: IF

There are different types of conditions. Some are possible or likely, others are unlikely, and others are impossible:

If the weather improves, we'll go for a walk. (It is possible or likely that the weather will improve.)

If the weather improved, we could go for a walk. (It is not likely that the weather will improve.)

If the weather had improved, we could have gone for a walk. (The weather did not improve - fine weather is therefore an impossible condition.)

These types of conditions are used in *three types* of sentences, called *first, second and third conditional sentences*.

i. Imagined conditions: the first conditional

We use the first conditional to talk about the result of an imagined future situation, when we believe the imagined situation is quite likely:

[Imagined future situation] *If the taxi doesn't come soon, [future result] I'll drive you myself*

First conditional: form

Conditional clause

Main clause

if + present simple

modal verb with future meaning

If he gets a job here,

(shall/should/will/would/can/could/may/might)

If Sheila rings,

he'll have to get up early. It's a long drive.

I might ask her to come over for dinner.

Note: We use the modal verb in the main clause, not in the conditional clause.

~~*If a lawyer will read the document, we see if we've missed anything important.*~~

If a lawyer reads the document, we will see if we've missed anything important

ii. Imagined conditions: the second conditional

We use the second conditional to talk about the possible result of an imagined situation in the present or future. We say what the conditions must be for the present or future situation to be different.

If people complained, things would change. (People don't complain at the moment.)

Second conditional: form

conditional clause	main clause
<i>if + past simple</i>	modal verb with future-in-the-past meaning <i>(should/would/might/could)</i>
<i>If you asked her nicely,</i>	<i>she would say yes, I'm sure.</i>

We use a past form in the conditional clause to indicate a distance from reality, rather than indicating past time. We often use past forms in this way in English.

Note: We use *would* in the main clause, not in the conditional clause:

~~*If you would decide to take the exam, you would have to register by 31 March.*~~

If you decided to take the exam, you would have to register by 31 March.

iii. Imagined conditions: the third conditional

We use the third conditional when we imagine a different past, where something did or did not happen, and we imagine a different result:

If I had played better, I would have won. (I didn't play well and I didn't win.)

It would have been easier if George had brought his own car. (George didn't bring his own car, so the situation was difficult.)

If the dog hadn't barked, we wouldn't have known there was someone in the garden. (The dog barked, so we knew there was someone in the garden.)

Third conditional: form

conditional clause	main clause
if + past perfect	modal verb with future-in-the-past meaning (should/would/might/could) + have + -ed form
<i>If they had left earlier,</i>	<i>they would have arrived on time.</i>

Note:

We use *would have* + -ed in the main clause, not in the conditional clause:

If he had stayed in the same room as Dave, it would have been a disaster.

Not: ~~If he would have stayed ... it would have been a disaster.~~

iv. Real conditionals

Some conditions seem more real to us than others. Real conditionals refer to things that are true, that have happened, or are very likely to happen:

If you touch a fire, you get burned. (It always happens)

If you park here, they clamp your wheels. (It is always true that they clamp your wheels if, or every time, you park here.)

If I can't sleep, I listen to the radio. (It is often true that I can't sleep, so I listen to the radio)

In real conditional sentences, we can use the present simple or present continuous in both clauses for present situations, and the past simple or past continuous in both clauses for past situations. We can use these in various different combinations.

v. If + should

We can use *if* with *should* to refer to events which might happen by chance or by accident:

If the government should ever find itself in this situation again, it is to be hoped it would act more quickly.

vi. Conditional clauses with *will* or *would*

Will and *would* can be used in conditional clauses, either with the meaning of 'being willing to do something', or to refer to later results:

If Clare will meet us at the airport, it will save us a lot of time. (if Clare is willing to meet us)

If you would all stop shouting, I will try and explain the situation!

If it will make you happy, I'll stay at home tonight. (If it is true that you will be happy as a result, I'll stay at home tonight.)

VERB

We sometimes stress the *will* or *would*, especially if we doubt that the result will be the one mentioned:

If it really would save the planet, I'd stop using my car tomorrow. (If it really is true that the planet would be saved as a result, I would stop using my car, but I doubt it is true.)

vii. Mixed conditionals

Often, things that did or did not happen in the past have results which continue or are still important in the present. We can emphasize this by using *if* with a past perfect verb, and *would* in the main clause.

If I hadn't met Charles, I wouldn't be here now. (I met Charles so I'm here now.)

She wouldn't still be working for us if we hadn't given her a pay-rise. (We gave her a pay-rise so she is still working for us now.)

9.12 VERB TENSES

In English, there are three basic tenses: present, past, and future. Each has a perfect form, indicating completed action; each has a continuous form, indicating ongoing action; and each has a perfect continuous form, indicating ongoing action that will be completed at some definite time. Here is a list of examples of these tenses and their definitions:

	simple forms	continuous forms	perfect forms	perfect continuous forms
present	<u>take/s</u>	<u>am/is/are taking</u>	<u>have/has taken</u>	<u>have/has been taking</u>
past	<u>took</u>	<u>was/were taking</u>	<u>had taken</u>	<u>had been taking</u>
future	<u>will/shall take</u>	<u>will be taking</u>	<u>will have taken</u>	<u>will have been taking</u>

i. Simple Forms

▪ Present Tense

Present tense expresses an unchanging, repeated, or reoccurring action or situation that exists only now. It can also represent a widespread truth.

Example	Meaning
the mountains <u>are</u> tall and white.	unchanging action
every year, the school council <u>elects</u> new members.	recurring action
pb <u>is</u> the chemical symbol for lead.	widespread truth

▪ **Past Tense**

Past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in **-ed**. The irregular verbs have **special past tense forms** which must be memorized.

Example	Form
world war ii <u>ended</u> in 1945.	regular -ed past
ernest hemmingway <u>wrote</u> "the old man and the sea."	irregular form

▪ **Future Tense**

Future tense expresses an action or situation that will occur in the future. This tense is formed by using **will/shall** with the **simple form** of the verb.

The speaker of the House will finish her term in May of 1998.

The future tense can also be expressed by using **am, is, or are** with **going to**.

The surgeon is going to perform the first bypass in Minnesota.

We can also use the **present tense form** with an **adverb** or **adverbial phrase** to show future time.

The president speaks tomorrow. (Tomorrow is a future time adverb.)

ii. **Continuous forms**

▪ **Present Continuous Tense**

Present Continuous tense describes an ongoing action that is happening at the same time the statement is written. This tense is formed by using **am/is/are** with the verb form ending in **-ing**.

The sociologist is examining the effects that racial discrimination has on society.

▪ **Past Continuous Tense**

Past Continuous tense describes a past action which was happening when another action occurred. This tense is formed by using **was/were** with the verb form ending in **-ing**.

The explorer was explaining the latest discovery in Egypt when protests began on the streets.

▪ **Future Continuous Tense**

Future Continuous tense describes an ongoing or continuous action that will take place in the future. This tense is formed by using **will be** or **shall be** with the verb form ending in **-ing**.

Dr. Jones will be presenting ongoing research on sexist language next weeks.

iii. **Perfect Forms**

▪ **Present Perfect Tense**

Present perfect tense describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. This tense is formed by using **has/have** with the **past participle** of the verb. Most past participles end in **-ed**. Irregular verbs have **special past participles** that must be memorized.

VERB

Example	Form
the researchers <u>have traveled</u> to many countries in order to collect more significant data.	at an indefinite time
women <u>have voted</u> in presidential elections since 1921.	continues in the present

▪ Past Perfect Tense

Past perfect tense describes an action that took place in the past before another past action. This tense is formed by using **had** with the **past participle** of the verb. By the time the troops arrived, the war had ended.

▪ Future Perfect Tense

Future perfect tense describes an action that will occur in the future before some other action. This tense is formed by using **will have** with the **past participle** of the verb. By the time the troops arrive, the combat group will have spent several weeks waiting.

iv. Perfect Continuous Forms

▪ Present Perfect Continuous Tense

Present perfect Continuous tense describes an action that began in the past, continues in the present, and may continue into the future. This tense is formed by using **has/have been** and the **present participle** of the verb (the verb form ending in -ing). The CEO has been considering a transfer to the state of Texas where profits would be larger.

▪ Past Perfect Continuous Tense

Past perfect Continuous tense describes a past, ongoing action that was completed before some other past action. This tense is formed by using **had been** and the **present perfect** of the verb (the verb form ending in -ing). Before the budget cuts, the students had been participating in many extracurricular activities.

▪ Future Perfect Continuous Tense

Future perfect Continuous tense describes a future, ongoing action that will occur before some specified future time. This tense is formed by using **will have been** and the **present participle** of the verb (the verb form ending in -ing). By the year 2020, linguists will have been studying and defining the Indo-European language family for more than 200 years.

v. Difference between and past perfect tense

▪ Form

Simple Past	Past Perfect
2nd column of irregular verbs Example: I spoke.	had + 3rd column of irregular verbs Example: I had spoken.
regular verbs: infinitive + ed Example: I worked.	regular verbs: form of have + infinitive + ed Example: I had worked.

▪ Simple

We use Simple Past if we give past events in the order in which they occurred. However, when we look back from a certain time in the past to tell what had happened before, we use Past Perfect.

Normal order in the past or looking back to an event before a certain time in the past?

Do you just want to tell what happened some time in the past or do you want to tell what had happened before/up to a certain time in the past?

Simple Past	Past Perfect Simple
some time in the past Example: Jane got up at seven. She opened her birthday presents and then the whole family went to the zoo.	before/up to a certain time in the past Example: Before her sixth birthday, Jane had never been to the zoo.

▪ Single words

Simple Past	Past Perfect Simple
<input type="checkbox"/> first	<input type="checkbox"/> already
<input type="checkbox"/> then	<input type="checkbox"/> up to then
<input type="checkbox"/> ago	<input type="checkbox"/> before that day
<input type="checkbox"/> last	<input type="checkbox"/> after

Note: "After" is only used as a signal word for Past Perfect if it is followed by a subject + verb, meaning that one action had been completed before another action began (the new action is in *Simple Past*).

Example:

After the family had had breakfast, they *went* to the zoo.

However, if "after" is followed by object + subject + verb, the verb belongs to the new action and is therefore in *Simple Past*.

Example:

After her visit to the zoo, Jane *was* exhausted.

More exceptions with signal words

▪ When

Depending on the situation, "when" can be used with *Simple Past* or Past Perfect.

Compare the following examples:

Example:

When Jane *saw* the elephants, she *was* amazed. (*at the same time*)

When Jane had seen the elephants, she *wanted* to see the giraffes.

(*second action happened after the first action had been completed*)

When Jane *went* to see the elephants, she had already seen the lions.

(*second action had been completed when the first action took place*)

▪ Before

"Before" as well can either be used with *Simple Past* or Past Perfect.

If the action after "before" is a new action, use *Simple Past*.

VERB

If the action after "before" started (and was not completed) before a certain time in the past, use Past Perfect. Compare the following examples:

Example:

Jane had read a lot about elephants *before she went* to the zoo.

Jane *went* to the zoo before she had finished reading her new book about elephants.

9.13 REGULAR & IRREGULAR VERBS

i. Regular

Most verbs in English are regular. Regular verbs add *-ing* to the base form to make the *present participle* (Ving) form, and *-ed* to the base form to make the *past simple* (Ved) and *past participle* (Ved) form.

Examples

Base form	-ing form	past simple	-ed form
Look	looking	looked	looked
Listen	listening	listened	listened
Play	playing	played	played
Work	working	worked	worked

~~In 1956 the school *change* its name.~~

In 1956 the school *changed* its name.

~~I *tryed* to apologize but she refused to listen.~~

I *tried* to apologize but she refused to listen.

ii. Irregular Verbs

Irregular verbs follow the same rules as regular verbs for the *present simple* but have different forms for the *past simple* and the *past participle* form.

They *sought* / *sought* in vain for somewhere to shelter.

Some irregular verbs have the same form for the base, the past simple and the -ed form, e.g. hit, hit, hit.

~~He *hitted* her unintentionally.~~

He *hit* her unintentionally.

Here is a list of the verbs whose base/infinitive, past simple and past participle forms are all the same.

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE.
bet	bet	bet
bid	bid	bid
broadcast*	broadcast	broadcast
burst	burst	burst
cast	cast	cast
cost	cost	cost
cut	cut	cut
forecast*	forecast	forecast
hit	hit	hit
hurt	hurt	hurt
let	let	let

put	put	put
quit	quit	quit
set	set	set
shed	shed	shed
shut	shut	shut
split	split	split
spread	spread	spread
thrust	thrust	thrust
upset	upset	upset
wet*	wet	wet

*These verbs also have regular *-ed* forms:

'The match will be broadcast/ broadcasted live from Wembley Stadium'.

- Some irregular verbs share a form for the *past simple* and *past participle* form which is different from the base form, e.g. bring, brought, brought.

Examples:

I was very lucky and *catched/caught* a lot of fish.

She asked me to *sent/send* her my address.

Here is a list of the verbs whose past simple and past participle forms are the same.

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE.
bend	bent	bent
bind	bound	bound
bleed	bled	bled
breed	bred	bred
bring	brought	brought
build	built	built
burn*	burnt	burnt
buy	bought	bought
catch	caught	caught
cling	clung	clung
creep	crept	crept
deal	dealt	dealt
dig	dug	dug
dream*	dreamt	dreamt
dwell*	dwelt	dwelt
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
get	got	got
grind	ground	ground

VERB

UNIT-4

hang**	hung	hung
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
kneel*	kneelt	kneelt
lay	laid	laid
lead	led	led
lean*	leant	leant
leap*	leapt	leapt
learn*	learnt	learnt
leave	left	left
lend	lent	lent
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mislead	misled	misled
misunderstand	misunderstood	misunderstood
pay	paid	paid
say	said	said
seek	sought	sought
sell	sold	sold
send	sent	sent
shine**	shone	shone
shoot	shot	shot
sit	sat	sat
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
smell*	smelt	smelt
speed	sped	sped
spell*	spelt	spelt
spend	spent	spent
spill*	spilt	spilt
spin	spun	spun
spit	spat	spat
spoil*	spoilt	spoilt
stand	stood	stood
stick	stuck	stuck
sting	stung	stung
strike	struck	struck

sweep	swept	swept
swing	swung	swung
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
weep	wept	wept
win	won	won
wind	wound	wound

*These verbs also have regular *-ed* forms, e.g.

You've *spelt/spelled* her surname incorrectly again. In British English the irregular *-t* forms are more common. American English uses the regular forms.

** In one of their meanings, hang and shine are regular verbs:

The prisoner *hanged* himself in his cell.

She'd put polish on the shoes but she hadn't *shined* them.

- Some irregular verbs have a different form for the *base form*, the *past simple* and the *past participle* form, e.g. drink, drank, drunk.

Examples:

~~They *choosed* to stay at home.~~

They *chose* to stay at home.

~~He stood in the center of the room and *begun* to cry.~~

He stood in the center of the room and *began* to cry.

Here is a list of the verbs whose *past simple* and *past participle* forms are different from each other. In most cases, all three forms are different.

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
arise	arose	arisen
awake	awoke	awoken
be	was/Were	been
bear	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven

eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forbid	forbade	forbidden
foresee	foresaw	foreseen
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
give	gave	given
go	went	gone
grow	Grew	grown
hide	hid	hidden
know	knew	known
lie**	lay	lain
mistake	mistook	mistaken
mow*	mowed	mown
prove*	proved	proven
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw*	sawed	sawn
see	saw	seen
sew*	sewed	sewn
shake	shook	shaken
shear*	sheared	shorn
show	showed	shown
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sow*	sowed	sown
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
stink	stank	stunk
stride	strode	stridden
swear	swore	sworn
swell*	swelled	swollen
swim	swam	swum
take	took	taken
tear	tore	torn
throw	threw	thrown
tread	trod	trodden
undertake	undertook	undertaken

wake	woke	woken
wear	wore	worn
weave	wove	woven
withdraw	withdrew	withdrawn
write	wrote	written

*These verbs also have regular *-ed* past participles.

**When lie means '*to deliberately say something which is not true*', it is regular:

He *lied* to me once and I will never trust him again.

TEST ON VERB

- Q.1 It is critical that the prime minister addresses those sensitive issues
A B C D
- Q.2 Last Saturday Margaret read all the novels in her home and eats two bags of candy.
A B C D
- Q.3 It has been ten years since he has broken his record.
A B C D
- Q.4 Plants will die if they don't get enough water.
A B C D
- Q.5 I wish I hadn't had to go to the dentist tomorrow
A B C D
- Q.6 John may have many defects, but I consider him to the best candidate
A B C D
- Q.7 Susie got her son take the medicine even though it tasted terrible.
A B C D
- Q.8 If my cousin had been just a little taller, he could be a basketball player
A B C D
- Q.9 I am unable to forgive a man who fails to return a book he had taken from my shelf
A B C D
- Q.10 The nice thing about being self-employed is that I get to pay.
A B C D
- Q.11 If Juan was more aggressive, he'd be a better hockey player.
A B C D
- Q.12 After reading the owner's manual, I discovered to start the car.
A B C D
- Q.13 I'd rather not to go out at night; I'll wait till tomorrow.
A B C D
- Q.14 I was made sit quietly by my examiner until everyone had finished
A B C D
- Q.15 By the time it is mid-summer, I will be working at this firm for about ten years.
A B C D
- Q.16
A) He suggested that she be more vocal in the next meeting.
B) He suggested that she is more vocal in the next meeting.
C) He suggested that she should be more vocal in the next meeting.
D) He suggested that she to be more vocal in the next meeting.
- Q.17
A) The girls have played a game called 'bomb' since almost ten minutes when the teacher suddenly will enter the classroom.
B) The girls were playing a game called 'bomb' since almost ten minutes when the teacher suddenly entered the classroom.
C) The girls had been playing a game called 'bomb' for almost ten minutes when the teacher suddenly entered the classroom.
D) The girls played a game called 'bomb' for almost ten minutes when the teacher suddenly entering the classroom.

Q.18

- A) If my application for the scholarship was accepted, I can continue my education in the States.
- B) If my application for the scholarship accepts, I will continue my education in the States.
- C) If my application for the scholarship had been accepted, I could have continued my education in the States.
- D) If my application for the scholarship will be accepted, I will continue my education in the States.

Q.19

- A) I draw the shades in my house and sat down in front of the TV. This guy comes on, talking about how the C.I.A., the car companies, and Johnson and Johnson are all involved in a plot to overthrow the government.
- B) I drew the shades in my house and sit down in front of the TV. This guy came on, talking about how the C.I.A., the car companies, and Johnson and Johnson are all involved in a plot to overthrow the government.
- C) I drew the shades in my house and sat down in front of the TV. This guy came on, talking about how the C.I.A., the car companies, and Johnson and Johnson were all involved in a plot to overthrow the government.
- D) I drew the shades in my house and sat down in front of the TV. This guy comes on, talking about how the C.I.A., the car companies, and Johnson and Johnson were all involved in a plot to overthrow the government.

Q.20

- A) Saira, in the Girl Scout cookie booth next to the bank, selling Thin Mints for the last three hours.
- B) Saira, in the Girl Scout cookie booth next to the bank, has been selling Thin Mints for the last three hours.
- C) Saira, in the Girl Scout cookie booth next to the bank, selling Thin Mints, since the last three hours.
- D) Saira, in the Girl Scout cookie booth next to the bank, have been selling Thin Mints for the last three hours.

Q.21

- A) If he took an earlier train, he will be here by now.
- B) If he had taken an earlier train, he is here by now.
- C) If he would had taken an earlier train, he would be here by now.
- D) If he had taken an earlier train, he would have been here by now.

Q.22

- A) We'll call you as soon as we are landing in Miami.
- B) We'll call you as soon as we land in Miami.
- C) We'll call you as soon as we will land in Miami.
- D) We'll call you as soon as we will have landed in Miami.

Q.23

- A) This weeks' baseball practice was missed because we had a dentist's appointment that we had to keep.
- B) We missed this week's baseball practice because we had a dentist's appointment that we had to keep.
- C) This week's baseball practice we missed because we had a dentist's appointment that we had to keep.
- D) We missed baseball practice that was this week because we had a dentist's appointment that we had to keep.

Q.24

- A) You would come before dark. The road is a bit dangerous.
- B) You should come before dark. The road is a bit dangerous.
- C) You had come before dark. The road is a bit dangerous.
- D) You could come before dark. The road is a bit dangerous.

Q.25

- A) The professor told her class that a good way to improve listening skills was to watch television, especially news programs and documentaries.
- B) The professor told her class that a good way to improve listening skills is to watch television, especially news programs and documentaries.
- C) The professor told to her class that a good way to improve listening skills was to watch television, specially news programs and documentaries.
- D) The professor said her class that a good way to improve listening skills is to watch television, especially news programs and documentaries.

Q.26

- A) I'm going to have my DVD player repair next week by a friend of mine, who's an electrician.
- B) I'm going to have my DVD player repaired next week by a friend of mine, who's an electrician.
- C) I'm going to have my DVD player to repair next week by a friend of mine, who's an electrician.
- D) I'm going to have my DVD player repairing next week by a friend of mine, who's an electrician.

Q.27

- A) If any one dared to suggest that he or she was not against women but only against reservation, nobody was wiling to listen.
- B) If any one was dared to suggest that he or she was not against women but only against reservation, nobody was wiling to listen.
- C) If any one dared to suggesting that he or she was not against women but only against reservation, nobody was wiling to listen.
- D) If any one dared suggest that he or she was not against women but only against reservation, nobody was wiling to listen.

Q.28

- A) According to the police report, it was abundantly clear to every one involved that the priceless diamond stolen sometime during the night.
- B) According to the police report, it was abundantly clear to every one involved that the priceless diamond had been stoled sometime during the night.
- C) According to the police report, it was abundant clear to every one involved that the priceless diamond had been stolen sometime during the night.
- D) According to the police report, it was abundantly clear to every one involved that the priceless diamond had been stolen sometime during the night.

Q.29

- A) If you ask her more politely, she might help you.
- B) If you asked her more politely, she might have helped you.
- C) If you asked her more politely, she might help you.
- D) If you would ask her more politely, she might help you.

Q.30

- A) You say you allow to sit late to the dinner-table. I, on the contrary, do not permit any of my family members to be late even a second.
- B) You say you allow sitting late to the dinner-table. I, on the contrary, do not permit any of my family members to be late even a second.
- C) You say you allow have sat late to the dinner-table. I, on the contrary, do not permit any of my family members being late even a second.
- D) You say you allow being sat late to the dinner-table. I, on the contrary, do not permit any of my family members have been late even a second.

ANSWER KEY

1	C	6	C	11	A	16	A	21	D	26	B
2	C	7	B	12	C	17	C	22	B	27	D
3	D	8	C	13	A	18	C	23	B	28	D
4	A	9	D	14	B	19	C	24	B	29	C
5	B	10	D	15	B	20	B	25	A	30	B

ADVERB**ADVERB**

An adverb is a word that supplies information about *how, where, when, why, and to what extent*. Adverbs can modify adjectives, adverbs, verbs, and clauses. More than any other part of speech, adverbs are fluid in terms of their position in a sentence. They often can be moved to various positions in a sentence without altering its meaning, and in many cases their placement may therefore depend on stylistic considerations.

Examples:

- | | |
|--|--------------------------|
| a) She had a <i>surprisingly</i> high score. | (modifying an adjective) |
| b) He comes <i>relatively</i> often. | (modifying an adverb) |
| c) He behaved <i>abominably</i> . | (modifying a verb) |
| d) <i>Surprisingly</i> , she had a high score. | (modifying a clause) |
| e) She had a high score, <i>surprisingly</i> . | (modifying a clause) |

10.1 TYPES OF ADVERBS**i. Adverbs of manner**

Adverbs of manner give more information about the way in which an event or action takes place. Manner adverbs are often formed from adjectives by adding *-ly*.

Examples:

Accurately, beautifully, expertly, professionally, anxiously, carefully, greedily, quickly, badly, cautiously, loudly, quietly, etc.

He nodded and smiled *warmly*.

They think, dress and live *differently*.

He acted very *clumsily*.

ii. Adverbs of time

Time adverbs tell us about when something happens.

Examples:

Already, lately, still, tomorrow, early, now, soon, yesterday, finally, recently, today, yet, etc.

Have you seen Laurie *today*?

I'd prefer to leave *early*.

I went to the cinema on my own *recently*.

There's been an increase in house burglary *lately*.

iii. Adverbs of place

Place adverbs tell us about where something happens or where something is.

Examples:

There was somebody standing *nearby*.

Is that your scarf *there*?

You go *upstairs* and do your homework.

iv. Adverbs of degree

Degree adverbs are the most common types of modifiers of adjectives and other adverbs. Degree adverbs express degrees of qualities, properties, states, conditions.

Examples:

Absolutely, enough, perfectly, somewhat, a (little) bit, entirely, pretty, terribly, a lot, extremely, quite, too, almost, fairly, rather, totally, awfully, highly, remarkably, utterly, completely, lots, slightly, very etc.

Mary will be staying *a bit longer*. (a bit longer = for a little more time)

It all happened *pretty quickly*.

She was *quite* surprised they came, *actually*.

It was £3.52 if you want to be *totally* accurate.

v. Adverbs of focus

Focusing adverbs are also the most common types of modifiers of adjectives and other adverbs. Focusing adverbs point to something.

Examples:

Just, mainly, particularly, largely, only, simply

I *just* wanted to ask you what you thought.

I wouldn't *particularly* like to move to a modern house.

vi. Evaluative adverbs and viewpoint adverbs

We put some adverbs outside the clause. They modify the whole sentence or utterance.

Evaluative and viewpoint adverbs are good examples of this:

Examples:

The electric car, *surprisingly*, does not really offer any advantages over petrol cars. (evaluative)

Personally, I think the show was great. (viewpoint)

vii. Linking adverbs (*then, however*)

Linking adverbs show a relationship between two clauses or sentences (e.g. a sequence in time, cause and effect, contrast between two things):

Examples:

I left my house in the morning *then* I went to pick up Leanne at her house.

We talked until the early hours and *consequently* I overslept the next morning.

The sun will be shining in France. *However*, heavy rain is expected in Spain.

10.2 ADVERBS: TYPICAL ERRORS

i. Adverbs/Adverbial: Sequence

- Adverbs and adverb phrases indicating *frequency* don't usually go *after* the verb phrase. They usually go in mid position:

Examples:

He *usually* goes to the park after school.

He ~~goes usually to the park after school.~~

ADVERB

Our neighbours sometimes come here for dinner. We *hardly ever* go to theirs.
~~Our neighbours sometimes come here for dinner. We go hardly ever to theirs.~~
 Do you *often* come home from work feeling tired?
~~Do you come often home from work feeling tired?~~

- We don't often put always, usually, never, etc. at the beginning of a sentence or clause.

She was *always* comparing herself to other people.

~~Always she was comparing herself to other people.~~

He *usually* arrives home about one o'clock

~~Usually he arrives home about one o'clock~~

- If the verb has an object, the adverb comes after the object:

Examples:

~~We made quickly a decision then left.~~

We made a decision *quickly* then left.

~~She plays really well the piano.~~

She [verb] *plays* [object] *the piano* [adverb] *really well*.

- Adverbs of manner, place and time usually come in end position:

Example:

~~He brilliantly played.~~

He played *brilliantly*.

~~I'll post tomorrow the CDs to you.~~

I'll post the CDs to you *tomorrow*.

~~I received late your email about the meeting.~~

I received your email about the meeting *late*.

- When there is more than one of the three types of adverb together, they usually go in the order: manner, place, time: (MPT)

Examples:

~~You start off in the beginning slowly.~~

You start off [manner] *slowly* [time] *in the beginning*.

~~James played brilliantly on Saturday in the match.~~

James played [manner] *brilliantly* [place] *in the match* [time] *on Saturday*.

- There are no firm rules for putting *adverbials* (a word or phrase adding more information such as adverb, prepositional phrase, infinitive etc.) in the correct order. Instead of using rules, we follow general principles. The main principle is that the *adverbial* containing the most important new information goes at the end.

Examples:

~~It's cheaper to go by train to the airport.~~

It's cheaper to go *to the airport by train*.

~~I waited for two whole hours in the queue.~~

I waited *in the queue for two whole hours*.

- Unless there is a reason for using a different order, we normally put a shorter adverbial before a longer one. This means that we put an *adverb* before *a phrase*, and *a phrase* before *a clause*.

Examples:

	ADVERB	→	PHRASE	→	CLAUSE
She tore the paper	neatly		into two halves.		
They arrived			at one o'clock		while I was having lunch.
He went	back		to the office		to make a phone call.

- When there are two adverbials of the same type at the end of a sentence (e.g. Place + Place), the one which helps to define the other normally goes last.

Examples:

~~I'm staying in near Cambridge a youth hostel.~~

I'm staying *in a youth hostel near Cambridge*.

~~She is coming back next week on Tuesday or Wednesday.~~

She is coming back *on Tuesday or Wednesday next week*.

- When there are two or more adverbials of *time* at the end of a sentence. The usual order is *duration* (how long?), *frequency* (how often?), *time* (when?).

Examples:

~~We went to Kuching last year three times.~~

We went to Kuching [frequency] *three times* [time when] *last year*.

~~I shall be visiting Paris in July for a few days.~~

I shall be visiting Paris [duration] *for a few days* [time when] *in July*.

ii. Split infinitive

- Split infinitives happen when we put an adverb between *to* and *a verb*.

Examples:

She used *to secretly admire* him.

You have *to really watch* him.

- What's wrong with split infinitives?
Some people believe that split infinitives are grammatically incorrect and should be avoided at all costs. They would rewrite these sentences as:

ADVERB

She used *secretly to admire* him.

You *really* have *to watch* him.

- But there's no real justification for their objection, and people have been splitting infinitives for centuries, especially in spoken English. It can also change the emphasis of what's being said. The sentence:

You *really* have *to watch* him. [i.e. 'It's important that you watch him']

You have *to really watch* him. [i.e. 'You have to watch him very closely']

- To split or not to split?

The 'rule' against splitting infinitives isn't followed as strictly today as it used to be. Nevertheless, some people do object very strongly to them. As a result, it's safest to avoid split infinitives in formal writing.

Example:

~~He urged me to casually walk up and say hello.~~

He urged me to *walk up casually* and say hello.

iii. Spelling errors:

Many errors with adverbs are spelling errors:

Examples:

a) It happened *quite/quit* accidentally.

~~Actualy/Actually~~, I've been very busy.

b) ~~It's not something that can be done easily.~~

It's not something that can be done *easily*.

c) ~~They were happyly married for 20 years.~~

They were *happily* married for 20 years.

The building was ~~completly/completely~~ destroyed.

d) I felt *extremely* unhappy about it all.

~~I felt extremely unhappy ...~~

e) Yours *sincerely*, Mark Johnson

~~Yours sincerely ...~~

f) I am *truly* sorry for what happened.

~~I am truly sorry ...~~

iv. Transitions/Conjunctive adverbs

- Transitions connect the ideas between two sentences. They are used most commonly in formal written English. A transition occurs in the second of two related sentences.

Example:

Al failed the test *because* he didn't study.

- a) Al didn't study. *Consequently*, he failed the test.
- b) Al didn't study. *Therefore*, he failed the test.
- c) Al didn't study. He, *therefore*, failed the test.
- d) Al didn't study. He failed the test, *therefore*.

NOTE: A period (NOT *a comma*) is used at the end of the first sentence." The transition has several positions in the second sentence. The transition is separated from the rest of the sentence by commas. All the above examples have the same meaning.

- We cannot join two sentences by using *a transition* with *a comma*. However, we can use a semicolon. We can also use a conjunction of the same meaning with a comma in the place of transition.

Example:

~~It was hot, *therefore*, we went swimming.~~

It was hot, *so* we went swimming.

It was hot; *therefore*, we went swimming.

It was hot. *Therefore*, we went swimming.

~~I did not discuss the matter with her, *furthermore*, I did not even contact her.~~

I did not discuss the matter with her. *Furthermore*, I did not even contact her.

~~There was no room for them, *however*, they got on the train.~~

There was no room for them, *but* they got on the train.

There was no room for them. *However*, they got on the train.

- Here is a list of commonly used conjunctive adverbs.
Accordingly, Also, Besides, Consequently, Conversely, Finally, Furthermore, Hence, however, Indeed, Instead, Likewise, Meanwhile, Moreover, Nevertheless, next, nonetheless, otherwise, similarly, still, subsequently, then, therefore, thus,

v. Formation of adverbs

- Adverbs have a strong connection with adjectives. Adjectives and adverbs are usually based on the same word. Adverbs often have the form of an *adjective + -ly*.

Example:

He was *calm* when I told him. (adjective)

He behaved *calmly*. (adverb)

That was a *beautiful* presentation, Carla. (adjective)

Your work is *beautifully* presented, Carla. (adverb)

- Every word ending in *-ly* is not an adverb. Some of them are adjectives. The *-ly* suffix is added to nouns to form adjectives.

ADVERB

Examples:

My landlord is very *friendly*.

My *monthly* car payments are \$273.

- Be careful in the use of adverbs or adjectives ending in *-ly*.

Example:

She ~~behaved cowardly~~ when she saw the stranger. (behave is an action verb and requires an adverb for modification)

She behaved *in a cowardly manner* when she saw the stranger.

She ~~was talking lovely~~ that night.

She was talking *in a lovely way* that night.

Local residents ~~have reacted friendly~~ to the news.

Local residents have reacted *in a friendly way* to the news.

Here is a list of commonly used adjectives with *-ly*.

daily, early*, elderly, friendly, likely, lovely, unlikely, holy, lively, lonely, monthly*, silly, ugly, weekly*, costly, curly, deadly, unfriendly, bimonthly*, biweekly*, bodily, chilly, cowardly, disorderly, easterly, ghastly, ghostly, grisly, heavenly, hilly, homely, hourly*, jolly, kindly, leisurely, manly, measly, melancholy, miserly, nightly*, northerly, oily, orderly, quarterly, scholarly, sly, smelly, southerly, stately, surly, timely, unruly, unsightly, untimely, westerly, wobbly, woolly, yearly*.*

*These words are also adverbs..

vi. Adverbs: comparison

- Most one-syllable adverbs form their comparatives and superlatives with *-er, -est*:

Examples:

Gloria works ~~more hard~~/harder than anyone I know.

She arrived ~~more late~~/later than we had expected.

I usually play ~~more better~~/better when nobody is watching me.

On the day of the test I drove ~~more worse~~/worse than a beginner.

- We use *as + adjective/adverb + as* to make comparisons when the things we are comparing are equal in some way:

Examples:

The world's biggest bull is *as bigger/big as* a small elephant.

The weather this summer is *as worse/bad as* last year.

You have to unwrap it *as more carefully/carefully as* you can.

vii. Adverbs & linking verbs

- When we say how an action is performed, we use an *adverb*:

SUBJECT +

She

He

VERB

sings

answered

+

ADVERB

beautifully.

correctly.

After a linking verb, however, we use an *adjective* (*NOT an adverb*) because we are describing the subject, not the action.

SUBJECT + LINKING VERB + ADJECTIVE

Her voice is beautiful.
His answer sounded correct.

The main linking verbs are listed below.

Appear, be, become, fall ('she fell ill'), *feel, get* (become: 'the engine got too hot'), *go* (become: 'he is going bald'), *grow* (become: 'the children were growing tired'), *keep* (remain: 'I keep fit by walking everywhere'), *look* (appear: 'you look cold'), *prove* ('their advice proved very useful'), *remain, seem, smell, sound, stay* (remain: 'you must try to stay calm'), *taste, turn* (become: 'the weather turned warm')

Note that, with the exception of *be* and *become*, the verbs in this list are not always linking verbs.

Examples:

She always looks ~~beautifully~~/beautiful.

It seemed ~~clear~~/~~clearly~~ to me that the man was guilty.

Plants *grow* very ~~quick~~/~~quickly~~ in a tropical climate.

After twenty minutes, we began to ~~grow~~-~~impatiently~~/~~impatient~~.

viii. Adjectives and adverbs: the same form

- Some adverbs have the same form as adjectives.

Examples:

Adjective

Adverb

This coconut is really *hard*.

You have to bang the door *hard* to shut it.

She drives a *fast* car.

They can swim quite *fast* now actually.

I get a *monthly* pay cheque.

My company pays me *monthly*.

- We do not use *-ly* with these adjectives to make adverbs.

Examples:

~~Keep going like that—you're doing finely.~~

Keep going like that—you're doing *fine*.

~~You're justly in time.~~

You're *just* in time.

~~Keep straightly on for two miles.~~

Keep *straight* on for two miles.

Here is a list of adverbs which have the same form as adjectives:

Alike, all right, alone, clean, deep, fine, first, free, freelance, full, just, kindly, last, late, little, off-hand, only, outright, overall, part-time, solo, still, straight, tight, well, direct, even, extra, far, fast, full-time, further, hard, high, jolly, long, loud, low, next, non-stop, past, pretty, quick, right, slow, wide, wrong.

- Some adverbs that have the same form as adjectives have an ending in *-ly* and give a different meaning.

Examples:

She works *hard*. (hard means with a great effort)

I could *hardly* recognize him. (hardly means slightly or rarely)

The bottle is *near* empty. (near means close; hence we need *nearly* that means *almost*)

The bottle is *nearly* empty.

He will be here *short/shortly*. (soon)

The bag is *pretty/prettily* big.

All is done *pretty/prettily*.

Stand *right/rightly* here.

He said *right/rightly*.

Here is a list of such adverbs with an addition of *-ly*.

cleanly, directly, deeply, evenly, finely, firstly, freely, fully, hardly, highly, justly, lastly, lately, loudly, quickly, rightly, slowly, tightly, widely, wrongly.

10.3 INVERSION

Inversion happens when we reverse (invert) the normal word order of a structure, most commonly *the subject-verb* word order. For example, a statement has the subject (s) before the verb (v), but to make question word order, we invert the subject and the verb, with an auxiliary (aux) or modal verb (m) before the subject (s):

Examples:

[s]She [v]sings.

[aux]Does [s]she [v]sing?

[s]They [aux]are [v]working.

[aux][s]Are they [v]working?

The term inversion covers two different grammatical operations.

- Using the same form that is used in question formation.

Examples:

Not only is the car economical but also feels good to drive.

Never have I enjoyed myself more!

- Changing the normal positions of verb and subject

Examples:

Along the street *came a strange* procession.

Here *comes* bus.

i. When does inversion happen?

- Questions

The most common type of inversion is question word order.

Examples:

Do you like my new hairstyle?

Must you make that noise?

Inversion also happens in other situations.

- Negative adverbials

This only occurs when the adverbial occurs at the beginning of a clause.

Example:

I have never heard a weaker excuse!

Never have I heard a weaker excuse!

- Time expressions

a) Time expressions: *never, rarely, seldom*. These are most commonly used with present perfect or past perfect, or with modals such as *can* and *could*. Sentences of this type often contain comparatives.

Example:

Rarely can a minister have been faced with such a problem.

Seldom has the team given a worse performance.

Rarely had I had so much responsibility.

b) Time expressions: *hardly, barely, scarcely, no sooner*. These refer to an event which quickly follows another in the past. They are usually used with past perfect, although *no sooner* can be followed by past simple.

Example:

Hardly had the train left the station, *when* there was an explosion.

Scarcely had I entered the room *when* the phone rang.

No sooner had I reached the door *than* I realized it was locked.

No sooner was the team back on the pitch *than* it started raining.

- After only

Here *only* combines with other time expressions and is usually used with past simple.

Example:

Only after posting the letter *did I* remember that I had forgotten to put on a stamp.

Other examples are *only if/when, only then, only later*.

Note: When *only* refers to 'the state of being the only one', there is no inversion following it.

Example:

Only Mary realized that the door was not locked.

- Phrases containing no/not

These include *under no circumstances, on no account, at no time, in no way, on no condition, not until, not only ... (but also)*.

Examples:

On no condition are they to open fire without a warning.

Not until I got home *did I* notice that I had the wrong umbrella.

- Little

Little also has a negative or restrictive meaning in this sense:

Example:

Little does the government appreciate what the results will be.

- **So/Such with that**

This occurs with so and adjectives when the main verb is *be*. It is used for emphasis and is more common than the example with such.

Example:

So devastating were the floods that some areas may never recover.

Such used with *be* means **so much/so great**

Example:

Such was the force of the storm that trees were uprooted.

As in the examples with such, inversion only occurs if so/such is the first word in the clause.

- **Conditional sentences**

Three types of *If*- sentence can be inverted without *If*. This makes the sentences more formal and makes the event less likely.

Examples:

If they were to escape, there would be an outcry.

Were they to escape, there would be an outcry.

If the police had found out, I would have been in trouble.

Were the police to have found out, I would have been in trouble.

If you should hear anything, let me know.

Should you hear anything, let me know.

If he has cheated, he will have to be punished.

Should he have cheated, he will have to be punished.

If I had known, I would have protested strongly.

Had I known, I would have protested strongly.

- **Inversion after as:**

This is more common in formal or written language. We were short of money, **as were most** people in our neighborhood.

Example:

I thought, *as did my colleagues*, that the recession would soon be over.

- **Inversion after so, neither and nor**

These are used in 'echoing' statements, agreeing or disagreeing.

Examples:

He is going home. *So am I*.

She don't like meat. *Neither do I*.

ii. Common Errors in Inversion

Inversion is quite common in questions.

Examples:

~~Never we have witnessed such cruel behaviour by one child to another.~~

Never have we witnessed such cruel behaviour by one child to another.

~~Seldom one hears a politician say 'sorry'.~~

Seldom does one hear a politician say 'sorry'.

~~Not for a moment I thought I would be offered the job.~~

Not for a moment did I think I would be offered the job.

~~Not till I got home I realised my wallet was missing.~~

Not till I got home did I realise my wallet was missing.

~~Here your coffee is.~~

Here's your coffee.

~~I opened the door and there Michael stood, all covered in mud.~~

I opened the door and *there stood* Michael, all covered in mud.

~~She looked out and there Pamela was, walking along arm in arm with Goldie.~~

She looked out and *there was* Pamela, walking along arm in arm with Goldie.

10.4 SOME CONFUSING ADVERBS

i. Very/Much/Too

- We do not use *very* or *extremely* before adjectives which contain '*very*' as part of their meaning, e.g. *delighted* (very pleased), *enormous* (very big), *exhausted* (very tired), *fascinating* (very interesting), *filthy* (very dirty), *soaked* (very wet). If we wish to intensify these adjectives, we use *absolutely* or *completely*.

Examples:

~~I was very delighted to see my name on the list.~~

I was *delighted* to see my name on the list.

- Very* and *extremely* are *intensifiers*. We can use them before adjectives including past participles used as adjectives. But we cannot intensify a past participle that is used as a verb. Usually we use *much* with this construction.

Examples:

She was *very/much pleased* that we went to see her. (pleased is used as an adjective)

Your cooperation is *very/much appreciated*. (appreciated is used as a verb)

His work is *very/much admired*.

- Before a prepositional phrase, we use *very much*. NOT *very* on its own:

Examples:

Everyone is *very much/very* against the idea.

They are still *very/very much* in love with each other.

- Before a *that-clause* of result, we use *so+ adjective/adverb* (NOT *very/too+ adjective/adverb*):

Examples:

He was *very/so tired that* he fell asleep in the chair.

I laughed *very/so much that* my sides began to ache.

- When a *that-clause* of result comes after a noun phrase, the noun phrase begins with *such* (NOT *very/so*):

Examples:

I was having *very/such a good time that* I stayed an extra day.

It was *so/such an amazing story that* nobody believed it.

Note also the pattern *so + much/many/few+ noun + that-clause*:

Example:

She had *so many children that* she didn't know what to do.

- Before a *to-clause*, we use *too+ adjective*: (NOT *very/so*)

Examples:

Paul is still ~~very~~/*too* young to go to school.

It is never ~~so~~/*too* late to apologize to someone.

Unfortunately, I was *too/very* old to enter the competition.

- To *intensify* an adjective ('different') or a past participle that is used as an adjective ('pleased'), we use *very*. We use *very much* in connection with a verb:

Examples:

He misses his parents ~~very~~/*very much*.

I don't like sweet things *very much/very*.

We ~~very much~~/*very* look forward to seeing you again.

Our new teacher is ~~very much~~/*very* different.

- We do not use *very much* with verbs which have '*very much*' as part of their meaning, e.g. *love, adore, treasure*.

Examples:

~~My brother loves music *very much* and wants to be a musician.~~

My brother loves music and wants to be a musician.

- Before the base form of an adjective, we normally use *very*. *Much* is used before the comparative form of an adjective:

Examples:

He's ~~very~~/*much* taller than me.

The second question was ~~very~~/*much more* difficult than the first one.

The first question was not ~~very~~/*much* difficult.

- *Too* is normally used before predicative adjectives. We do not use *too* before an adjective that is followed by a noun. In this position, we use *very*: 'However, *very* does not have the same meaning as *too*.'

Examples:

~~It was a *too* small table.~~

The table was *too* small.

~~It was a *too* difficult question.~~

It was a *very* difficult question.

The question was *too* difficult.

Note: In very formal styles we sometimes use the structure: *too* + adjective + a/an + noun:
It was *too difficult a* question to answer.

- When we use *too* before an adjective or adverb, we mean to an 'excessive degree' or 'to a degree that has a negative result'.

Compare:

We arrived *too* late and missed the train.

We arrived *very* late but we still caught the train.

The question was *too* difficult and I couldn't answer it.

The question was *very* difficult, but I managed to answer it.

My new shoes were ~~too expensive~~. (we do not buy too expensive things)
 My new shoes were *very expensive*.

~~I was too frightened~~ but Laila just laughed.

I was *very frightened* but Laila just laughed.

Note: *Too many* and *too much* are used in the same way.

Compare:

Our new typist makes *too many* mistakes. (more than we can accept)

Our new typist makes *a lot of* mistakes. (more than we expect)

Our team did well last season; we had ~~too many~~/*a lot of* good players.

For each photograph that is accepted, I get ~~too much~~/*a lot of* money.

- The structure *too* + *adjective/adverb* + *to-infinitive* has a negative meaning. In a negative context, we use *any, anything, etc. NOT some, something, etc.*

Examples:

She was *too frightened* to say *something/anything*.

My parents were *too poor* in those days to give me *some/any* money.

I felt *too full* to eat *something/anything* else.

- After a negative word (e.g. *no, not, never, rarely*), we use *either*, NOT *a/so, as well or too*.

Examples:

He doesn't speak French and he doesn't speak German *also/either*.

I don't like cricket and I don't like baseball *too/either*.

- We use *too much* before a noun. Before an adjective or adverb, we use (much) *too*.

Examples:

In my opinion, these people have *too much/much-too* money.

In my opinion, these people are *too-much/too* rich.

ii. Good/Well

- Well* is normally an *adverb*, and *good* is an *adjective*. Compare:

She is a very *good* swimmer. She swims very *well*.

Examples:

She plays tennis very *good/well*.

The child's table manners were not very *good/well*.

I was in a really *well/good* mood that day.

I don't speak English very *good/well*.

Things did not turn out as *good/well* as we had expected.

Note: When *well* is used as an adjective, it means 'in good health'

She doesn't feel *good/well*.

iii. Still/Yet/Already

- When we want to say that a situation remains or remained unchanged, we use *still*:

Examples:

She is *still/yet* having piano lessons.

When I left home to go to university, my father was *still/yet* a very fit man.

When I woke up, I realized that the plane was *yet/still* on the ground.

- We use *yet* mainly in questions and negative clauses to refer to an expected event:

Examples:

The plane hasn't landed *still/yet*.

Have they come back from Australia *still/yet*?

My children are *still/yet* at kindergarten.

- We don't use *yet* to refer to something that has happened. We use *already*:

~~She's booked the flights yet.~~

She's booked the flights *already*.

- The opposite of *still* is *no longer*, *not any longer* or *not any more*:

Example:

A: Are you *still* teaching in Birmingham?

B: No, I'm not working there *any more (or any longer)*.

(or No, I'm *no longer* working there.)

Not: ~~I'm not still working there.~~

- We don't use *still* after the main verb:

Example:

~~Teachers have still an important role in the classroom.~~

Teachers *still* have an important role in the classroom.

- We don't use *still* before the first auxiliary or modal verb in an affirmative clause:

Examples:

~~The price of petrol still is going up.~~

The price of petrol *is still* going up.

~~I can still run 5 km without difficulty.~~

I *still* can run 5 km without difficulty.

- We don't use the *past simple* with *already* for something which was completed before something else happened. Instead, we use the *past perfect*.

Example:

~~The wedding was cancelled but we already booked our hotel.~~

The wedding was cancelled, but we *had already booked* our hotel.

- We use *already* in affirmative sentences and questions but not usually in *negatives*.

Example:

~~There aren't already any people here.~~

There aren't any people here.

There are already any people here.

iv. Ago/Before

- The adverb *ago* refers to a period of time that is completed and goes from a point in *the past up to now*. Ago follows expressions of time:

Example:

It happened a long time ago.

They arrived in Athens six weeks ago.

~~They arrived in Athens ago six weeks.~~

- We normally use *ago* with the past simple. We don't use it with the present perfect:

Examples:

~~I have received his letter four days ago.~~

I *received* his letter four days *ago*.

~~I have seen her in the canteen about ten minutes ago.~~

I *saw* her in the canteen about ten minutes *ago*.

- If we refer to a point in time before a specific time in the past, we use *before* or *earlier* or *previously*, often with the past perfect:

Examples:

We had got their invitation four days *ago/before*.

They met on the same island where they had met ten years *ago/previously*.

TEST ON ADVERB

1. He hoped that he would learn to quickly run so that he could win the race, and be the best runner.
A B C D
2. The avid runner ran slowly and steady until he crossed the large finish line.
A B C D
3. The happy girl cheerfully greeted her pretty friends and gratefully guests.
A B C D
4. According to the dean, the goal of gainfully employment is apparently to protect students from getting into unsustainable debt..
A B C D
5. The enrollment in professional courses has dropped considerable due to overall slump in the economy and poor employment prospects for recent college graduates.
A B C D
6. The roof of the house collapsed due to heavy snowfall; lucky no one was at home when the incident occurred.
A B C D
7. I hope to boldly go where there is danger, so I can protect those around me who are not as brave as I am.
A B C D
8. When I was younger, I wanted to be a professional tennis player, but I wasn't enough good.
A B C D
9. The price of the ticket is too expensive to Mike to fly to Europe.
A B C D
10. The little boy held his father's hand hardly; he didn't want to lose him.
A B C D
11. A child who does not do good in school may need extra attention from parents at home.
A B C D
12. Very seldom these solutions meet the needs of old people.
A B C D
13. He told me that he was treated very friendly.
A B C D
14. During late summer evenings, we would sit on the pouch, swing and rock very slow.
A B C D
15. Seldom the barriers between the races seem less in evidence than on this language leading team.
A B C D

- 16.
- (A) After she returned from the three-week vacations, she looked very well.
 - (B) After she returned from the three-week vacation, she looked very good.
 - (C) After she returned from the three-weeks vacation, she looks very good.
 - (D) After she returned from the three-week vacations, she looked very well.
- 17.
- (A) The conjunctive adverbs pretend they are conjunctions; *however*, the semicolon is what really connects the two clauses together.
 - (B) The conjunctive adverbs pretend they are conjunctions; *meanwhile*, the semicolon is what really connects the two clauses together.
 - (C) The conjunctive adverbs pretend they are conjunctions; *for instance*, the semicolon is what really connects the two clauses together.
 - (D) The conjunctive adverbs pretend they are conjunctions; *nevertheless*, the semicolon is what really connects the two clauses together.
- 18.
- (A) Not until the next morning did she realized how serious it was.
 - (B) Not until the next morning did she realize how serious it was?
 - (C) Not until the next morning she realized how serious it was.
 - (D) Not until the next morning did she realize how serious it was.
- 19.
- (A) Anthrax, for instance, is not a particularly deadly germ, but it sounds mean.
 - (B) Anthrax, for instance, is not a particularly fatally germ, but it sounds mean.
 - (C) Anthrax, for instance, is not a particular deadly germ, but it sounds mean.
 - (D) Anthrax for instance is not a particularly deadly germ, and it sounds mean.
- 20.
- (A) I have not still read it, but would like to.
 - (B) I have not read it still, but would like to.
 - (C) Still I have not read it, would like to.
 - (D) I have not yet read it, but would like to.
- 21.
- (A) It's consequences will continue to influence greatly the early decades of the coming century.
 - (B) Its' consequences will continue to influence greatly the early decades of coming century.
 - (C) It's consequences will continue to greatly influence the early decades of coming century.
 - (D) Its consequences will continue greatly to influence the early decades of the coming century.

ADVERB

22. (A) The weather in Antarctica is very cold. It is too cold for most plants and animals for live.
 (B) The weather in Antarctica is very cold. It is too cold to most plants and animals to live.
 (C) The weather in Antarctica is very cold. It is very cold for most plants and animals to live.
 (D) The weather in Antarctica is very cold. It is too cold for most plants and animals to live.
23. (A) Please close the outer door, otherwise, the cold air comes in.
 (B) Please close the outer door; otherwise, the cold air comes in.
 (C) Please close the outer door otherwise the cold air comes in.
 (D) Please close the outer door: otherwise, the cold air comes in.
24. (A) Children whom feel terribly about themselves are less likely to succeed in school.
 (B) Children who feel terribly about themselves is less likely to succeed in school.
 (C) Children who feel terribly about themselves are less likely to succeed in school.
 (D) Children who feel terrible about themselves are less likely to succeed in school.
25. (A) Dad walks impatiently into town every afternoon before supper to get a newspaper.
 (B) Dad walks into town impatiently every afternoon before supper to get a newspaper.
 (C) Dad walks every afternoon impatiently into town before supper to get a newspaper.
 (D) Dad impatiently walks into town every afternoon before supper to get a newspaper.
26. (A) If you don't have money enough, I can lend you some.
 (B) If you don't have enough money, I can lend you some.
 (C) If you don't have enough money, I could lend you some.
 (D) If you don't have enough money, I can borrow you some.
27. (A) I hardly spoke any Japanese when I first came here, and I've learned a lot since then.
 (B) I hard spoke any Japanese when I first came here, but I've learned a lot since then.
 (C) I hardly spoke any Japanese when I first came here, but I've learned a lot since then.
 (D) I hardly spoke some Japanese when I first come here, but I've learned a lot since then.
28. (A) The hungry cat was staring at the mouse greedily.
 (B) The hungry cat greedily stared the mouse.
 (C) The hungry cat was staring greedily at the mouse.
 (D) The hungry cat stared at the greedy mouse.

29. (A) The delay was due to bad weather.
 (B) The delay was owing to bad weather.
 (C) The delay had been owing to bad weather.
 (D) The delay was owing to bad whether.
30. (A) The Digital camera that I bought recently is very well, but it uses more memory frequently compared to other cameras.
 (B) The Digital camera that I bought recently is very good, but it uses more memory compared to other cameras frequently.
 (C) The Digital camera that I bought recently is very good, and it use more memory frequently compared to other cameras.
 (D) The Digital camera that I recently bought is very good, but it frequently uses more memory compared to other cameras.

ANSWER KEY

1	A	6	B	11	B	16	B	21	D	26	B
2	C	7	A	12	B	17	A	22	B	27	C
3	D	8	C	13	D	18	D	23	B	28	C
4	B	9	C	14	D	19	A	24	D	29	A
5	C	10	C	15	A	20	D	25	A	30	D

PREPOSITION

Preposition is a word that shows relation between noun or pronoun and the other words in sentence.

e.g. *in, on, at, to, with, under, above, into, by, of* etc

11.1 RULES OF PREPOSITIONS

Preposition is **always** used before a noun or pronoun and shows the relation of the noun or pronoun to the other words in sentence.

By "noun" we include:

- noun (dog, money, love)
- proper noun (name) (Bangkok, Mary)
- pronoun (you, him, us)
- noun group (my first job)
- gerund (swimming)

11.2 OBJECT OF PREPOSITIONS

A noun that is used after a preposition is called an object of a preposition. The following examples will help in better understanding.

EXAMPLE

Subject + Verb	Preposition	Noun
the cat was sleeping	on	table
he lives	in	paris
she looked	at	stranger.
he will come	in	january.
wedding ceremony will be held	on	20th december.
i was waiting	for	you
someone is knocking	at	the door.
she came	by	bus.

Prepositions show many relations (for different nouns) in sentence. On the basis of relation they show,

11.3 PREPOSITION MAY BE DIVIDED INTO FOLLOWING CATEGORIES.

i. Prepositions for Time (in, on, at)

Prepositions used for time of different natures are *in, on at etc.*

Preposition	Time Nature
In	<p>1. Month or Year. <i>e.g. in January, in 1985</i></p> <p>2. Particular time of day or month or year <i>e.g. in morning, in evening, in first week of January, in summer, in winter</i></p> <p>3. Century or specific time in past etc <i>e.g. in 21st century, in stone age, in past, in future, in present</i></p>
On	<p>1. Day <i>e.g. on Monday</i></p> <p>2. Date <i>e.g. on 5th of March, March 5</i></p> <p>3. Particular day <i>e.g. on Independence Day, on my birthday,</i></p>
At	<p>1. Time of clock <i>e.g. at 5 O'clock, at 7:30 PM</i></p> <p>2. Short and precise time <i>e.g. at noon, at sunset, at lunch time, at bed time, at the moment, at the same time</i></p>

Examples:

He was born in 1945.

She will go to New York on 25th of March.

The concert will begin at 7 O'clock.

He gets up early in the morning.

We enjoyed a lot in the summer.

The president will deliver speech to public on Independence Day.

She received a lot gifts on her birthday.

Where were you at the lunchtime?

I will call you at 12 A.M

ii. Preposition for Place. (in, on, at)

Prepositions "in, on or at" are usually used for different places.

- "In" is usually used for place which have some boundary (boundary may physical or virtual).
- "On" is used for surface
- "At" is used for specific place.

Preposition	Place Nature
In	Place having some boundary (physical or virtual boundary) Examples. <i>In hall</i> <i>In school</i> <i>In a building</i> <i>In a box</i> <i>In a car</i> <i>In library</i> <i>In garden</i> <i>In America</i> <i>In room</i> <i>In cupboard</i>
On	Surface of something. Examples. <i>On a table</i> <i>On blackboard</i> <i>On a page</i> <i>On the wall</i> <i>On the roof</i> <i>On a map</i>
At	Specific Place. Examples. At the entrance At the bottom of glass At front of the chair At bus stop At the edge of roof

EXAMPLES

She lives in New York.
Students study in library.
The wedding ceremony will be held in the hall.
There are some books on the table.
The teacher wrote a sentence on blackboard.
He was flying kite on the roof.
Her parents were waiting for her at the entrance of school
There was a huge gathering at bus stop.
His house is at the end of street.

iii. Preposition for Direction.

(To, Toward, To Onto, In, Into)

Prepositions like to, towards, into are used to describe the direction. Following examples will help in better understanding.

Examples.

She went to the library.

He jumped into the river.

He ran away when he felt that someone was coming toward him.

iv. Preposition for Agent. (by)

Preposition for agent is used for a thing which is cause of another thing in the sentence. Such prepositions are *by, with etc.* Following examples will help in better understanding.

Examples.

This book is written by Shakespeare.

The work was completed by him.

The room was decorated by her.

The tub is filled with water.

v. Preposition for device, instrument or machine.

Different preposition are used by different devices, instruments or machines. *e.g. by, with, on etc.* Following examples will help in better understanding.

Examples.

She comes by bus daily.

He opened the lock with key.

11.4 PREPOSITIONAL VERB

A prepositional phrase is a combination of a verb and a preposition. It is just a verb followed by a preposition.

i. Prepositional Phrase = Verb + Preposition

Some verbs need particular prepositions to be used after them in sentences having a direct object. Such a verb with its required preposition is called a prepositional phrase.

For example

He knocks at the door.

In above sentence "knock at" is prepositional phrase which contains a verb "knock" and a preposition "at". Without the use of correct preposition after a prepositional verb in a sentence, the sentence is considered to be grammatically wrong. For example if we say, "he knocks the door", it is wrong because it lacks the required preposition "at". So the correct sentence is "he knocks at the door".

Prepositional Verbs are transitive and they have a direct object in sentence. Some of the frequently used preposition verb are, *laugh at, knock at, listen to, look at, look for, look after, wait for, agree to, agree with, talk about, talked to*

Examples.

She is listening to music.

She looked at the blackboard.

We believe in God.

They were waiting for the teacher.

Do you agree with me?

Do you agree to my proposal?

Someone is knocking at the door.

You should not rely on her.

11.5 FOR AND SINCE:

These prepositions explain **how long** an event, activity, situation has continued:

e.g. for three days **since** last Thursday

Structure: **For:**

for + a period of time: two days, one week, three months, four years e.g. for the weekend. This phrase can be used with **all** verb tenses.

e.g. Michael went to Latvia last year **for three weeks.** - past

I am in Poznan **for ten days.** - present

My cousin will be visiting the West Indies **for two months** next February. - future

Structure: **Since:**

since + a point of time + past tense: last week, the war ended, 1990, yesterday.

The point of time does not have to be accurate.

e.g. My sister and her husband have worked in India **since 1991.**

Arek has been very ill **since yesterday evening.**

11.6 DURING AND WHILE

These prepositions explain a **period of time** in which an event, activity or situation took place:

e.g. **during** the next month **while** I was swimming.

Structure: **During:**

during + a noun or phrase: the war, the nineteenth century: e.g. during my schooldays. This phrase can be used with **all** verb tenses: past, present, future.

e.g. Magda received many telephone messages **during the last week.** - past

I am seeing Simon **during the morning.** - present

Winston will return to England **during the Christmas Holiday.** - future

Structure: **While:**

while + subject + verb: to eat, talk, swim, walk etc.... This clause can be used with **all** verb tenses: past, present, future

e.g. We will take you to the theatre **while we are** in London.

While Joanna was in Spain, she didn't go to a bull fight.

N.B. In English, **While** can often be replaced by **when** and retain the same meaning.

while + infinitive + -ing (Present Participle): thinking, running, driving etc..

e.g. **While swimming** in the sea, Hania was attacked by a shark.

Ela met Andrew **while studying** English at Oxford.

11.8

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11.7 BEFORE AND AFTER:

These prepositions explain accurately the timing of an event, activity or situation:
e.g. before the weekend after the holiday

Structure: Before:

before + a noun: Monday, Christmas, examinations etc., e.g. before the weekend.

before + subject + verb: to eat, study, swim, talk, etc., All verb tenses can be used.

e.g. He spoke to his teacher before the examination began.

Before you say anything, I must explain why I am here.

before + infinitive + -ing (Present Participle): to read, write etc., e.g. before eating.

Structure: After:

after + noun: the lesson, the meal etc. e.g. after the journey

after + subject + verb: to draw, sit, read etc., All verb tenses can be used:

e.g. Patricia was very happy after she won the tennis match.

Why did the Queen smile after the President shook her hand?

After she finishes her studies, Ann will work in Poland.

after + infinitive + -ing (Present Participle): to decide, say, report etc., e.g. after crying.

11.8 BY, UNTIL, TILL:

These prepositions describe a time limit for commencement/completion of an activity.

e.g. by Sunday until April 1995 till next week

By means not later than and can be used with all verb tenses.

Until/till explains how long an activity continues, will continue or has continued and can be used with all verb tenses.

N.B. Until/till have the same meaning: till is a short form of until.

Structure: By:

by + noun describing time/date: examples: this afternoon, tomorrow, Thursday.

e.g. Please pay me by Friday morning.

Will you finish your work by four o'clock?

By the end of the year, Donata spoke English very well.

Structure: Until, till:

until/till + noun describing time/date: examples: next week, this evening, tomorrow.

e.g. Tom's wife will stay here until/till the end of next week.

Until/till the end of the month, you can use my computer.

The Williams Family lived in Germany until/till 1991:

11.9 FROM - - - - TO/UNTIL:

From to/until defines the beginning and end of a period of time, present, past or future:

e.g. from April 1989 to July from November until March

Structure: From - - - - to/until/till:

From + time/day/date/year to + time/day/date/year and can be used with all verb tenses.

e.g. From 1987 until 1991, Mary was at university in Leeds.

Each day, Arthur works in the bank from nine till five thirty.

My shop will be closed from 1st July to 31st August

11.10 PREPOSITIONS: EXCEPTIONS:

i. In English, certain expressions are different, so must be learnt!
 at the moment on holiday in a loud/angry/quiet/low voice
 at this/that moment on the radio in a good/bad mood
 at the same time on television in a bad temper
 at no time on the menu in a suit
 at present on the agenda in a new dress
 at the end/beginning in clean/dirty/new shoes

ii. Some expressions are used without a/the, here are some common examples:
 at school in bed
 at home in business
 at school in hospital
 at school in prison
 at work
 at university
 at 37 k.p.h.

iii. Both on and in can be used for types of transport and parts of the body:
 On is used when the part of the body/type of transport is the most important detail.
 In is used when position is the most important piece of information.
 e.g. Peter travelled to London **on** the train. - **type**
 John sat **in** the last carriage of the London train. - **position**
 Joanna has a cut **on** her left arm. - **part of the body**
 Ania has broken a bone **in** her wrist. - **position in the body**

iv. At and in can be used with places which can contain large numbers of people: cinema, theatre, church, stadium etc..
 At is used when the activity is the most important piece of information.
 In is used when the place/position is the most important detail.
 e.g. I will meet you for a meal **at** the usual restaurant.
 Richard and Magda met **in** the foyer of the Royal Theatre.

v. Both at and to can be used with places:
 At is used when there is no active movement in the phrase/sentence.
 To is used when there is movement in the phrase/sentence
 e.g. At school, there are forty teachers and four hundred pupils. - **no movement**
 Marcin is cycling to London to visit his friends. - **movement**

vi. Both at and to can follow certain verbs: the meaning of the verb is different in each case
 to throw, run, shout.

- Bill threw a stone **to** me. (a friendly action)
 Bill threw a stone **at** me. (a hostile action: intending to hurt someone)
 Maria ran **to** me. (a friendly action)
 Maria ran **at** me (a hostile action: intending to attack)
 Eric shouted **to** me. (a friendly action)
 Eric shouted **at** me (a hostile action: intending to express anger)

vii. The preposition **by** is often used with transport when the type of transport is very important: the common examples are: **by** aeroplane, bicycle, horse, car, ferry, horse, lorry, ship, train

The businessmen travelled to Africa **by** aeroplane and in Africa, they travelled **by** car.
 N.B. Walking is travel **on** foot (**not** **by** foot)

11.11 UNNECESSARY PREPOSITIONS

In everyday speech, we fall into some bad habits, using prepositions where they are not necessary. It would be a good idea to eliminate these words altogether, but we must be especially careful not to use them in formal, academic prose.

- She met ~~up~~ **with** the new coach in the hallway.
- The book fell off ~~of~~ the desk.
- He threw the book out ~~of~~ the window.
- She wouldn't let the cat inside ~~of~~ the house. [or use "in"]
- Where did they go ~~to~~?
- Put the lamp in back of the couch. [use "behind" instead]
- Where is your college ~~at~~?

11.12 IDIOMATIC EXPRESSIONS WITH PREPOSITIONS

- agree **to** a proposal, **with** a person, **on** a price, **in** principle
- argue **about** a matter, **with** a person, **for** or **against** a proposition
- compare **to** to show likenesses, **with** to show differences (sometimes similarities)
- correspond **to** a thing, **with** a person
- differ **from** an unlike thing, **with** a person
- live **at** an address, **in** a house or city, **on** a street, **with** other people

Examples of prepositional idioms

Although far from complete, this list illustrates the importance of prepositions in forming idioms.

- i. **Accountable for** (responsible for)—I am accountable for the errors in the book.
- ii. **Accountable to** (answerable to someone)—I am accountable to the board of directors.
- iii. **Adapt from** (a model)—He adapted the design from one he had seen in Europe.
- iv. **Adapt to** (a situation, an environment)—The children soon adapted to the new school.
- v. **Agree on or upon** (something)—We agreed on a date for the meeting.
- vi. **Agree to** (do something)—We agree to pay the damages.
- vii. **Agree with** (people, opinions)—The women who were polled agreed with the judge.

- viii. **Annoyed at or with** (a person)—The physician was annoyed at her for the interruption.
- ix. **Annoyed by** (something)—The physician was annoyed by the constant interruptions.
- x. **Assist at** (an event)—He assisted at the service.
- xi. **Assist with** (someone or something)—Mr. Nguyen assisted with the refreshments and the flowers.
- xii. **Contend for** (a position, a prize)—The candidates have contended for the office twice.
- xiii. **Contend with** (an obstacle)—The candidate has to contend with his lack of personal charm.
- xiv. **Depart for** (not to, a destination)—They depart for Canada tomorrow.
- xv. **Depart from** (a destination, a tradition)—They departed from their routine today.
- xvi. **Grateful for** (a benefit)—I am grateful for my musical talent.
- xvii. **Grateful to** (a person)—I am grateful to you for the help.
- xviii. **Impatient at** (a delay)—They were impatient at having to wait so long.
- xix. **Impatient for** (a result)—We are impatient for an answer from the administration.
- xx. **Impatient with** (a person)—He was impatient with the clerk.
- xxi. **Part from** (leave)—I parted from the group early this year.
- xxii. **Part with** (a possession)—I parted with the Volvo reluctantly.

Q.

Q.5

Q.6

TEST ON PREPOSITION

- Q.1
- (A) Of course, socialism was not congruent to communism but not was the former divorced from the latter that it could avoid suffering in some significant way from its debacle.
 - (B) Of course, socialism was not congruent with communism but not was the former divorced from the latter that it could avoid suffering in some significant way from its debacle.
 - (C) Of course, socialism was not congruent of communism but not was the former divorced from the latter that it could avoid suffering in some significant way from its debacle.
 - (D) Of course, socialism was not congruent about communism but not was the former divorced from the latter that it could avoid suffering in some significant way from its debacle.
- Q.2
- (A) Jim's third attempt for winning the trophy was a failure and he never played in the tournament again in his lifetime.
 - (B) Jim's third attempt in winning the trophy was a failure and he never played in the tournament again in his lifetime.
 - (C) Jim's third attempt at winning the trophy was a failure and he never played in the tournament again in his lifetime.
 - (D) Jim's third attempt to winning the trophy was a failure and he never played in the tournament again in his lifetime.
- Q.3
- (A) I will not object to his delivering the lecture as long as he is told not to make personal attacks of his critics.
 - (B) I will not object to his delivering the lecture as long as he is told not to make personal attacks to his critics.
 - (C) I will not object to his delivering the lecture as long as he is told not to make personal attacks his critics.
 - (D) I will not object to his delivering the lecture as long as he is told not to make personal attacks on his critics.
- Q.4
- (A) If you are sure that you are on the right, you would not mind an independent examination of the case.
 - (B) If you are sure that you are in the right, you would not mind an independent examination of the case.
 - (C) If you are sure that you are to the right, you would not mind an independent examination of the case.
 - (D) If you are sure that you are for the right, you would not mind an independent examination of the case.
- Q.5
- (A) The rosebay, which decorates so many English gardens, is not native in Europe.
 - (B) The rosebay, which decorates so many English gardens, is not native of Europe.
 - (C) The rosebay, which decorates so many English gardens, is not native to Europe.
 - (D) The rosebay, which decorates so many English gardens, is not native of Europe.
- Q.6
- (A) The alien spaceships are travelling toward the earth.
 - (B) The alien spaceships are travelling to the earth.
 - (C) The alien spaceships are travelling in the earth.
 - (D) The alien spaceships are travelling through the earth.

PREPOSITION

Q.7

- (A) She must also know that the woman's Reservation Bill has a very little chance of being passed because the nature of the opposition to it from all quarters.
- (B) She must also know that the woman's Reservation Bill has a very little chance of being passing because the nature of the opposition to it from all quarters.
- (C) She must also know that the woman's Reservation Bill has a very little chance of being passed because of the nature of the opposition to it from all quarters.
- (D) She must also know that the woman's Reservation Bill has very little chance of being passed because of the nature of the opposition to it from all quarters.

Q.8

- (A) Researchers disagree of whether a large ocean existed on Mars, but one thing is certain: Martian geology is turning round to be strange and complex.
- (B) Researchers disagree in whether a large ocean existed on Mars, but one thing is certain: Martian geology is turning over to be strange and complex.
- (C) Researchers disagree for whether a large ocean existed on Mars, but one thing is certain: Martian geology is turning up to be strange and complex.
- (D) Researchers disagree on whether a large ocean existed on Mars, but one thing is certain: Martian geology is turning out to be strange and complex.
- D is correct.

Q.9

- (A) The pen is to write with.
- (B) The pen is to write in.
- (C) The pen is to write to.
- (D) The pen is to write of.

Q.10

- (A) The couple is having trouble choosing among Hawaii and Florida for vacation.
- (B) The couple is having trouble choosing between Hawaii and Florida for vacation.
- (C) The couple is having trouble choosing between Hawaii or Florida for vacation.
- (D) The couple is having trouble choosing between Hawaii and Florida for vacations.

Q.11

- (A) I understand it is always very hard to wake up in the morning, especially on Monday.
- (B) I understand it is always very hard to wake upon the morning, especially on Monday.
- (C) I understand it is always very hard to wake up in the morning, especially in Monday.
- (D) I understand it is always very hard to wake up at the morning, specially on Monday.

Q.12

- (A) All its four entrances are clogged by cars.
- (B) All its four entrances are clogged with cars.
- (C) All its four entrances are clogged on cars.
- (D) All its four entrances are clogged in cars.

Q.13

- (A) She continued her singing, dancing and acting in plays since her school and college years but greatly get more and more involved in social work.
- (B) She continued her singing, dancing and acting in plays since her school and college years but greatly got more and more involved in social work.
- (C) She continued her singing, dancing and acting in plays throughout her school and college years but greatly got more and more involved in social work.
- (D) She continued her singing, dancing and acting in plays through her school and college years but greatly get more and more involved in social work.

- Q.14 (A) The essays tell the story of how China became an economic power for a scale unprecedented with history.
 (B) The essays tell the story of how China became an economic power at a scale unprecedented by history.
 (C) The essays tell the story of how China became an economic power on a scale unprecedented in history.
 (D) The essays tell the story of how China became an economic power with a scale unprecedented from history.

- Q.15 (A) America will continue extending political, moral and diplomatic support to the struggling people of Iraq for their right for self-determination.
 (B) America will continue extending political, moral and diplomatic support to the struggling people of Iraq to their right for self-determination.
 (C) America will continue extending political, moral and diplomatic support of the struggling people of Iraq to their right for self-determination.
 (D) America will continue extending political, moral and diplomatic support to the struggling people of Iraq for their right to self-determination.

- Q.16 (A) Nikki and I were angry with our roommate.
 (B) Nikki and I were angry to our roommate.
 (C) Nikki and I were angry on our roommate.
 (D) Nikki and I were angry by our roommate.

- Q.17 (A) We aren't sure that we are worthy to such praise.
 (B) We aren't sure that we are worthy in such praise.
 (C) We aren't sure that we are worthy of such praise.
 (D) We aren't sure that we are worthy at such praise.

- Q.18 (A) Swimming is also fun. It's a relaxing, refreshing activity people can do on their own pace.
 (B) Swimming is also fun. It's a relaxing, refreshing activity people can do at their own pace.
 (C) Swimming is also fun. It's a relaxing, refreshing activity people can do with their own pace.
 (D) Swimming is also fun. It's a relaxing, refreshing activity people can do by their own pace.

- Q.19 (A) I shall take revenge from you.
 (B) I shall take revenge with you.
 (C) I shall take revenge on you.
 (D) I shall take revenge at you.

- Q.20 (A) The battalion operating from the mountain was able to tie up three enemy divisions.
 (B) The battalion operating from the mountain was able to tie down three enemy divisions.
 (C) The battalion operating from the mountain was able to tie on three enemy divisions.
 (D) The battalion operating from the mountain was able to tie with three enemy divisions.

- Q.21 (A) Affix a revenue stamp and put your signature above it.
 (B) Affix a revenue stamp and put your signature on it.
 (C) Affix a revenue stamp and put your signature upon it.
 (D) Affix a revenue stamp and put your signature over it.

PREPOSITION

- Q.22
 (A) My first lesson on forgiveness came from my mother.
 (B) My first lesson about forgiveness came from my mother.
 (C) My first lesson upon forgiveness came from my mother.
 (D) My first lesson in forgiveness came from my mother.

- (A) I hate the idea of getting old.
 (B) I hate the idea on getting old.
 (C) I hate the idea with getting old.
 (D) I hate the idea at getting old.

- Q.24
 (A) I am proud of have won.
 (B) I am proud for have won.
 (C) I am proud to have won.
 (D) I am proud in having won.

- Q.25
 (A) She is very good in solving problems.
 (B) She is very good at solving problems.
 (C) She is very good to solving problems.
 (D) She is very good with solving problems.

- Q.26
 (A) I am tired in listening to this.
 (B) I am tired at listening to this.
 (C) I am tired off listening to this.
 (D) I am tired of listening to this.

- Q.27
 (A) He tripped on the cat and fell downstairs.
 (B) He tripped over the cat and fell downstairs.
 (C) He tripped at the cat and fell downstairs.
 (D) He tripped of the cat and fell downstairs.

- Q.28
 (A) I wasn't very pleased for my exam results.
 (B) I wasn't very pleased of my exam results.
 (C) I wasn't very pleased about my exam results.
 (D) I wasn't very pleased by my exam results.

- Q.29
 (A) He was late from college by five minutes.
 (B) He was late for college by five minutes.
 (C) He was late for college of five minutes.
 (D) He was late for college in five minutes.

- Q.30
 (A) Pakistan came into being in August 14, 1947.
 (B) Pakistan came into being at August 14, 1947.
 (C) Pakistan came in being on August 14, 1947.
 (D) Pakistan came into being on August 14, 1947.

ANSWER KEY

1	D	6	A	11	A	16	A	21	B	26	D
2	C	7	D	12	B	17	C	22	A	27	B
3	D	8	D	13	C	18	B	23	A	28	C
4	B	9	A	14	C	19	C	24	C	29	B
5	C	10	B	15	D	20	B	25	B	30	D

PUNCTUATION

12.1 CAPITALIZATION

i. *The first letter of a sentence is always capital.*

After dinner Arthur went into the living room.

ii. *The first letter of a proper noun is always capital.*

Norma shrugged, "Fine with me."

iii. *The first letter of reported speech (that is within inverted commas) is always capital.*

"It won't take long to explain," replied Mr. Steward.

Note: in case reporting speech is between two reported speeches the first letter of the second reported speech should start with small letter.

"If you push the button," Mr. Steward told him, "somewhere in the world someone you don't know will die."

"I" as a personal pronoun is always capital:

"Well, I wasn't. When I talked about Europe, a cottage on the island-----"

12.2 FULL STOP: (TERMINATION MARK):

i. *Use a period at the end of a command.*

"See this steep hill slope."

Raise crops and children. Wait.

ii. *Use a period at the end of an indirect question.*

Margaret was wondering what she could do to help.

iii. *Use a period with abbreviations:*

Mr. and Mrs. Arthur Lewis

Note: Acronyms (abbreviations which are usually made up of the first letter from a series of words) which we pronounce as words, not a series of letters) usually do not require periods:

NATO, WASA, MEPCO, LASER, and NASA.

iv. *Abbreviations we pronounce by spelling out the letters may use periods.*

U.S.A., B.A.,

12.3 QUESTION MARK

i. *Use the question mark after direct questions:*

• "What are you trying to sell?" she said.

• "What are you talking about?" Arthur asked him

ii. *A sentence having an interrogative tone may be converted into a direct question:*

"Mrs. Lewis?" he inquired politely.

12.4 COMMA:

iii. *Use a comma to separate the elements in a series (three or more things), including the last two.*

Norma picked it up, unlocked the door, and went into the apartment.

The Joining Comma

The joining comma is only slightly different from the listing comma. It is used to join two complete sentences into a single sentence, and it must be followed by a suitable connecting word. The connecting words which can be used in this way are coordinating conjunctions i.e.

FANBOYS.

F	A	N	B	O	Y	S
For	And	Nor	But	Or	Yet	So

I did not really doubt his care and conscientiousness, but it is always pleasant to chat about one's self."

Norma tried to lift it off but it was locked

"The town's empty, but we found native life in the hills, sir.

The Bracketing commas

Bracketing commas (also called isolating commas) a pair of bracketing commas is used to mark off a weak interruption of the sentence i.e. an interruption which does not disturb the smooth flow of the sentence.

I have, with just a little help, done all the work.

i. Use a comma to set off introductory elements, as in "

After dinner, Arthur went into the living room.

ii. Use a comma to separate quoted elements from Reporting speech.

Arthur shrugged, "Could be."

iii. Use a comma to separate dependant clauses.

After she put the lamb chops in the broiler, she sat down to open the package.

iv. Use a comma to separate the title or name to be addressed.

"But, Jess," He almost whispered.

"Norma, we will," he said.

v. Use a comma to separate expressions yes, no, oh from rest of the sentence.

"Yes, I did," I answered.

vi. Use a comma to separate tag Question from rest of the sentence.

You did hear the news, the other day, didn't you?

12.5 SEMI COLON:

The semi-colon is often used to join together two independent clauses -- in other words, joins two clauses that could be sentences.

12.6 COLON:

Use a colon before a list or an explanation that is preceded by a clause that can stand by itself. Think of the colon as a gate, inviting one to go on.

The following things were found from the pockets of his overcoat: a small black comb, a handkerchief, six annas.....

12.7 QUOTATION MARKS

Use quotation marks to set off material that represents quoted or spoken language.

"But, Jess," He almost whispered.

Colon can also be used in the place of comma to separate quoted elements.
But the gongs were still beating, the men still shouting, and Margaret asked: "Why do you go on with it, then?"

12.8 APOSTROPHE:

i. We use it for contractions.

I am = I'm	it is = it's	let us = let's	would have = would've
you are = you're	do not = don't	who is = who's	they had = they'd
she is = she's	she would = she'd	she will = she'll	

"You've broken my mirror."

ii. We use it to show possession.

There was no use of Mr. Hubert's protesting, for nobody believed him.

12.9 ELLIPSIS

Three dots mean that the omission, pause or unfinished thought is within the sentence. The three dots follow any punctuation within a sentence and a space is left before the series of dots and after the last dot, before the next word in the sentence.

Four dots indicate that the omission, pause or unfinished thought is between sentences. The fourth dot is actually a period ending the sentence.

Ellipsis Dots are used:

i. To signify an omission: Ellipsis is the term for omission of words or paragraphs from a quotation. It is indicated by the use of three period dots. (...)

ii. To signify **Faltering or Interrupted Speech**

"Look, what you've done. The nice man...."

12.10 THE EXCLAMATION MARK

Use an exclamation point at the end of an emphatic declaration, interjection or command.

"No!" he yelled. "Do it now!"

An exclamation mark may be used to close questions that are meant to convey extreme emotion or surprise

"See that, Jess!" he shouted.

12.11 THE DASH

i. Use a Dash to Interrupt a thought or explanation. An appositive can also be punctuated between dashes:

Well—she gestured vaguely— "last night

ii. Use a dash at the end of a sentence to introduce an afterthought or a summary of part of the sentence:

Then came a sharp crack from the bush — a branch had snapped off.

iii. Use a dash in place of commas to emphasize the word or phrase:

"I think you—well, misunderstood me."

12.12 HYPHEN

- i. Creating compound words, particularly modifiers before nouns (the well-known actor, my six-year-old daughter, the out-of-date curriculum)
- ii. Writing numbers twenty-one to ninety-nine and fractions (five-eighths, one-fourth) creating compounds on-the-fly for fly-by-night organizations adding certain prefixes to words: When a prefix comes before a capitalized word or the prefix is capitalized, use a hyphen (non-English, A-frame, I-formation). The prefixes *self-*, *all-*, and *ex-* nearly always require a hyphen (ex-husband, all-inclusive, self-control), and when the prefix ends with the same letter that begins the word, you will often use a hyphen (anti-intellectual, de-emphasize), but not always (unnatural, coordinate, cooperate).

Q.1

Q.2

Q.3

Q.4

Q.5

Q.6

Q.7

Q.8

Q.9

A)
B)
C)
D)

A)
B)
C)
D)

TEST ON PUNCTUATION

- Q.1
A) I am asking if you would like to rollerblade together tomorrow?
B) I am asking "if you would like to rollerblade together tomorrow?"
C) I am asking if you would like to rollerblade together tomorrow?
D) I am asking "if you would like to rollerblade together tomorrow."
- Q.2
A) Yes, Jean, you were right about that answer.
B) Yes Jean, you were right about that answer.
C) Yes Jean you were right about that answer.
D) Yes, Jean, you were right, about that answer.
- Q.3
A) I read in a book, "If all else fails, succeed; if all else succeeds" ...
B) I read in a book, "If all else fails, succeed; if all else succeeds ..."
C) I read in a book, "If all else fails succeed; if all else succeeds ..."
D) I read in a book, "If all else fails; succeed; if all else succeeds ..."
- Q.4
A) Wherever we go, People recognize us.
B) Wherever we go people recognize us.
C) Wherever we go; people recognize us.
D) Wherever we go, people recognize us.
- Q.5
A) Whenever Cheryl is in town. She visits her sister.
B) Whenever Cheryl, is in town, she visits her sister.
C) Whenever, Cheryl is in town, she visits her sister.
D) Whenever Cheryl is in town, she visits her sister.
- Q.6
A) My favorite musician, who is also my cousin, plays a mean fuzz bass.
B) My favorite musician who is also my cousin plays a mean fuzz bass.
C) My favorite musician who is also my cousin, plays a mean fuzz bass.
D) My favorite musician, who is also my cousin plays a mean fuzz bass.
- Q.7
A) It may not be the correct part, but I bet that it works.
B) It may not be the correct part but, I bet that it works.
C) It may not be the correct part but: I bet that it works.
D) It may not be the correct part but, I bet, that it works.
- Q.8
A) You are my friend; however, I cannot afford to lend you any more money.
B) You are my friend; however; I cannot afford to lend you any more money.
C) You are my friend, however I cannot afford; to lend you any more money.
D) You are, my friend, however. I cannot afford to lend you any more money.
- Q.9
A) Paul Simon sang, "I am a rock, I am. An island."
B) Paul Simon sang, "I am a rock; I am an island."
C) Paul Simon sang I am a rock; I am an island.
D) Paul Simon sang I am a rock, I am an island.

PUNCTUATION

Q.10

- A) I asked Ella, "Did he ask for his ring back"?
- B) I asked Ella did he ask for his ring back.
- C) I asked Ella, "Did he ask for his ring back?"
- D) I asked Ella, "did he ask for his ring back?"

Q.11

- A) John F. Kennedy Jr. became a magazine publisher and a pilot before his tragic death.
- B) John F. Kennedy Jr. became a magazine publisher, and a pilot before his tragic death
- C) John F. Kennedy Jr., became a magazine publisher and a pilot, before his tragic death
- D) John F. Kennedy Jr. became a magazine, publisher, and a pilot before his tragic death

Q.12

- A) Julio, my friend from Ames, Ohio will join us.
- B) Julio, my friend from Ames, Ohio, will join us.
- C) Julio, my friend, from Ames, Ohio will join us.
- D) Julio my friend from Ames Ohio will join us.

Q.13

- A) The elections will be held on the first Tuesday of November, 2018.
- B) The elections will be held, on the first Tuesday of November 2018.
- C) The elections will be held on the first Tuesday, of November 2018.
- D) The elections will be held on the first Tuesday of November 2018.

Q.14

- A) The elections will be held on Tuesday November 6, 2018, and the polls will be kept open until 8:00 p.m.
- B) The elections will be held on Tuesday, November 6, 2018, and the polls will be kept open until 8:00 p.m.
- C) The elections will be held on Tuesday, November 6, 2018 and the polls will be kept open until 8:00 p.m.
- D) The elections will be held on: Tuesday, November 6, 2018, and the polls will be kept open until 8:00 p.m.

Q.15

- A) It is good that a caring dedicated teacher like Mr. Fuentes, should be appreciated by students who are usually bored and too busy.
- B) It is good that a caring, dedicated teacher like Mr. Fuentes should be appreciated by students who are usually, bored and too busy.
- C) It is good that a caring dedicated teacher like Mr. Fuentes should be appreciated by students who are usually bored and too busy.
- D) It is good that a caring, dedicated teacher like Mr. Fuentes should be appreciated by students who are usually bored and too busy.

Q.16

- A) Knowing her own strengths and working hard made her a success in school.
- B) Knowing her own strengths and working hard, made her a success in school.
- C) Knowing her own strengths and working hard, made her a success, in school.
- D) Knowing her own strengths and working, hard, made her a success in school.

- Q.17
- A) I need to locate four states on the map: Minnesota, Michigan, California, and Nevada.
 - B) I need to locate four states on the map. Minnesota; Michigan; California; and Nevada.
 - C) I need to locate four states on the map Minnesota, Michigan, California, and Nevada.
 - D) I need to locate four states on the map: Minnesota, Michigan, California, and Nevada.

- Q.18
- A) Right now I want two things peace and quiet.
 - B) Right now I want two things: peace and quiet.
 - C) Right now I want two things ... peace and quiet.
 - D) Right now I want two things: peace and quiet.

- Q.19
- A) Our philosophy teacher thinks that Einstein believed: that we cannot stop war by waging war.
 - B) Our philosophy teacher thinks that Einstein believed that, we cannot stop war by waging war.
 - C) Our philosophy teacher thinks that Einstein believed that we cannot stop war by waging war.
 - D) Our philosophy teacher thinks that Einstein believed, that we cannot stop war by waging war.

- Q.20
- A) A well—made argument was presented for negotiating a peaceful resolution.
 - B) A well made argument was presented, for negotiating a peaceful resolution.
 - C) A well-made argument was presented for negotiating a peaceful resolution.
 - D) A well-made-argument was presented for negotiating a peaceful resolution.

- Q.21
- A) A state-of-the-art printer is not that expensive.
 - B) A state of the art printer is not that expensive.
 - C) A state-of the art printer is not that expensive.
 - D) A state-of-the art printer is not that expensive.

- Q.22
- A) A liberally sprinkled dose of humor was very much appreciated.
 - B) A liberally-sprinkled dose of humor was very much appreciated.
 - C) A liberally-sprinkled-dose of humor was very much appreciated.
 - D) A liberally sprinkled dose-of-humor was very much appreciated.

- Q.23
- A) Our liberal minded clergyman managed to unite the entire congregation.
 - B) Our liberal-minded clergyman managed to unite the entire congregation.
 - C) Our liberal-minded-clergyman managed to unite the entire congregation.
 - D) Our-liberal-minded clergyman managed to unite the entire congregation.

- Q.24
- A) Our clergyman, who united the entire congregation, was liberal minded.
 - B) Our clergyman who united the entire congregation was liberal minded.
 - C) Our clergyman, who united the entire congregation, was liberal-minded.
 - D) Our clergyman, who united the entire congregation, was liberal-minded.

PUNCTUATION

Q.25

- A) Jan asked; "What did Joe mean when he said, 'I will see you later.' "
- B) Jan asked, "What did Joe mean when he said, 'I will see you later?' "
- C) Jan asked, "What did Joe mean when he said, 'I will see you later'?"
- D) Jan asked, "What did Joe mean when he said, 'I will see you later' "?

Q.26

- A) When I noticed that our dog cut it's paw, I called the veterinarian right away.
- B) When I noticed that our dog cut it's paw. I called the veterinarian right away.
- C) When I noticed that our dog cut its paw, I called the veterinarian right away.
- D) When I noticed that our dog cut its paw; I called the veterinarian right away.

Q.27

- A) Just to be sure, I called three more doctors' offices.
- B) Just to be sure, I called three more doctors offices.
- C) Just to be sure, I called three more doctor's offices.
- D) Just to be sure, I called three more doctor offices'.

Q.28

- A) "Your right to be concerned," said one veterinarian. "I would like to take a look at your dog."
- B) "Your right to be concerned," said one veterinarian, "I would like to take a look at your dog."
- C) "You're right to be concerned," said one veterinarian. "I would like to take a look at your dog."
- D) "You're right to be concerned," said one veterinarian. "I would like to take a look at your dog."

Q.29

- A) The friendly looking vet examined our dogs paw.
- B) The friendly-looking vet examined our dogs paw.
- C) The friendly-looking vet examined our dog's paw.
- D) The friendly looking vet examined our dog's paw.

Q.30

- A) We had pet insurance but still owed \$40 in fees.
- B) We had pet insurance: but still owed \$40 in fees.
- C) We had pet insurance but, still owed \$40 in fees.
- D) We had pet-insurance but still owed \$40 in fees.

ANSWER KEY

1	C	6	A	11	A	16	A	21	A	26	C
2	A	7	A	12	B	17	A	22	A	27	A
3	B	8	A	13	D	18	D	23	B	28	D
4	D	9	B	14	B	19	C	24	A	29	C
5	D	10	C	15	D	20	C	25	C	30	A

DICTION MISTAKES

DICTION OR WORD CHOICE

By diction, we mean the choice and use of words and phrases in speech or writing.

1. **ACCEDE, EXCEED**

Accede means to agree, to allow;

exceed means to go beyond, to surpass

"Drivers who exceed the speed limit are asking for hefty fines."

2. **ADAPT, ADEPT, ADOPT**

Adapt means to adjust, adept means skilled

adopt means to take as your own

"Some people cannot adapt to new surroundings."

"He is very adept at dodging awkward questions."

"He tends to adopt the attitudes of those around him."

3. **ADVERSE, AVERSE**

Adverse means inauspicious, hostile; averse means disinclined, repelled.

"I'm very much averse to making a long, arduous journey under such adverse weather conditions."

4. **ADVICE, ADVISE**

Advice is the noun and advise the verb.

"His advice was that we should advise everybody to either stay away or be extremely careful."

5. **AFFECT, EFFECT**

Affect is a verb; effect is more usually a noun. When used as a verb it means to achieve, fulfill, realise.

"Bad weather will affect the quality of the fruit."

"The effect of bad weather is a reduction in fruit quality."

6. **ALLOUD, ALLOWED**

Aloud means out loud, speaking so that someone else can hear you; allowed means permitted.

7. **ALTAR, ALTER**

Altar is the table in a church; alter means to change.

8. **ALREADY, ALL READY**

Already means by this time; all ready means prepared.

"Are you already packed?"

"Yes, I'm all ready to leave."

DICTION MISTAKES

9. **ALTOGETHER, ALL TOGETHER**
 Altogether means wholly; **all together** means everybody in a group:
 "It's altogether too bad that you can't come."
 "All together, now: 'Good morning, Sir!'"
10. **ALL RIGHT, ALRIGHT**
 All right is the correct form; **alright** is grammatically incorrect.
11. **ALLUDE, ELUDE**
 Allude means to refer to; **elude** means to dodge or escape.
12. **ALLUSION, ILLUSION**
 Allusion is an indirect reference or hint; **illusion** means deception or mirage.
13. **ALL WAYS, ALWAYS**
 All ways means by every way or method; **always** means all the time, forever.
14. **AMORAL, IMMORAL**
 Amoral describes someone who has no morals; **immoral** describes someone with low morals.
15. **ANNUAL, ANNUL**
 Annual means yearly; **annul** means to make void or invalid.
16. **ANYONE, ANY ONE**
 Anyone means anybody, any person at all; **any one** means any one person and is followed by "of".
 "Does anyone else want to come?"
 "Any one of you is welcome to come along."
17. **APPRAISE, APPRISE**
 Appraise is to assess or estimate. **Apprise** is to inform or notify:
 "I will appraise the situation and immediately apprise everybody of my conclusions."
18. **ASCENT, ASSENT**
 Ascent is an upward movement; **assent** means agreement.
19. **ASSISTANCE, ASSISTANTS**
 Assistance means help or aid; **assistants** is the plural of assistant, one who gives help.
20. **ASSURE, ENSURE, INSURE**
 Assure means to guarantee; **ensure** means to make sure; **insure** means to protect against loss or damage:
 "I assure you there's no call for alarm."
 "To ensure your crockery doesn't get broken, wrap it all in bubble wrap."
 "In case of breakage or loss, you should insure everything with a good insurance company."

21. **A WHILE / AWHILE**
A WHILE is used after a preposition (noun)
• I coached the team for a while.
AWHILE means for a short time, briefly.
I coached the team awhile.
22. **"AFTER" OR "AFTER WARDS"**
"After" is used in the beginning, whereas "afterwards" is used at the end of a sentence.
23. **"ANOTHER" OR "OTHER"**
"Another" can be used before a singular noun whereas; "other" can be used before plural noun.
24. **BECAUSE OF OR OWING TO OR DUE TO**
"Because of" and "Owing to" may be used at the beginning of a sentence whereas before "due to", there must be some "be" form of verb.
25. **BAITED, BATED**
Baited usually refers to traps or snares. When the reference is to someone who is hardly daring to breathe, the correct word is always bated:
"She watched with bated breath."
26. **BERTH, BIRTH**
Berth is a place to sleep on a boat or ship; birth is the beginning (usually of life).
27. **BESIDE, BESIDES**
Beside means by the side of; besides means in addition to.
28. **BIANNUAL, BIENNIAL**
Biannual means happening twice a year; biennial means every two years.
29. **BLONDE, BLOND**
Because these are borrowed from French there is a feminine and masculine form. Blonde is feminine and blond is masculine.
30. **BORE, BOAR, BOOR**
Bore as a noun is a boring or tiresome person, or something that you don't like doing; boar is a male pig; boor is a vulgar person.
31. **BOARD, BORED**
Board is a long sheet of wood, also a group of people as in "Board of Directors"; and as a verb means to go onto a ship, plane or other form of public transport; bored means not interested.
32. **BORN, BORNE**
Born is always the beginning of life, borne means carried.
"I was born in the middle of a particularly severe winter."
"The logs were floated down the river to the mill."

DICTION MISTAKES

33. **BOUGHT, BROUGHT**
Bought is the past tense of buy, brought is the past tense of bring. So, I bought (past tense of buy) for a load of topsoil, and a truck driver brought (delivered) it to my home.
34. **BRAKE, BREAK**
Brake means to stop; break means to smash.
35. **BRIDAL, BRIDLE**
Bridal has to do with brides and weddings; bridle as a noun means a halter or restraint; as a verb it means to restrain or to draw oneself up in anger.
36. **BY, BUY, BYE**
By is a preposition meaning next to; buy means purchase; bye means farewell or good-bye.
37. **CANVAS, CANVASS**
Canvas is cloth or fabric; canvass means to seek votes, to survey, to sell door-to-door.
38. **CAPITAL, CAPITOL**
Capital means the seat of government; money invested; excellent, as in "What a capital idea!". Capitol is the building where government meets.
39. **CAUGHT, COURT**
Caught is the past tense of catch. Court is a place where criminals are tried; a place where ball games are played; a royal household or residence. As a verb it means to curry favour, to strive for or seek; or (in relationship terms) to date someone of the opposite gender.
40. **CEREAL, SERIAL**
Cereal is something you might eat for breakfast, such as porridge. Serial is something in a series; something that continues one after another, as in a weekly installment of chapters from a book.
41. **CENSOR, SENSOR**
Censor as a verb means to officially inspect and make deletions or changes (in books, letters, movies, etc.) usually because the deleted or changed material is regarded as offensive or harmful in some way, as a noun it refers to the official who does the censoring. Sensor is something that senses (for instance a burglar alarm has many sensors: for movement, body heat, etc.)
42. **COARSE, COURSE, CAUSE**
Coarse means rough-textured or scratchy; large (as in coarse gravel); heavy and awkward (as in coarse features); loutish, vulgar, crude, improper. Course (apart from its use as "of course") is a noun meaning: route, track, a raceway; progression, development, plan, plan of action; a programme of study; a schedule or sequence. Cause as a noun means origins, beginnings; grounds, justification; an ideal or belief; a case or lawsuit. As a verb it means lead to, result in, make happen.

43. **COLLABORATE, CORROBORATE**
Collaborate means to work with someone; corroborate means to establish the truth of something.
44. **COMPLIMENT, COMPLEMENT**
Compliment means praise or congratulate. You always pay someone a compliment, not a complement. Complement means to supplement, round out. Mustard complements ham, for instance, by "rounding out" the flavour.
45. **CONTINUAL, CONTINUOUS**
Continual means something that happens frequently, with breaks between the occurrences. Continuous means something that happens without stopping!
"Continual interruptions distract me from writing."
"The continuous noise of the motor mower distracts me from writing."
46. **CO-OPERATION, CORPORATION**
Co-operation means working together; corporation is a business organisation.
47. **COPYRIGHT, COPYWRITE**
Copyright is the legal ownership of a book, film, play, piece of artwork, musical composition, etc, or the right to print, publish, film, record or perform them; copywrite is something you do if you are creating advertising or publicity material.
48. **CORRESPONDENCE, CORRESPONDENTS**
Correspondence is written communication; correspondents are those who write it.
49. **CREAK, CREEK**
Creak is both a noun and a verb and means squeak or groan (for instance, rusty hinges and loose floorboards creak); creek is a noun and means a waterway or stream.
50. **CREDIBLE, CREDITABLE**
Credible means believable; creditable means praiseworthy or deserving credit.
51. **CRITERIA, CRITERION**
Criterion is singular; criteria is plural.
52. **CURB, KERB**
Curb means to control, as in "curb your temper", while kerb is the edge of a footpath or sidewalk.
53. **CURRANT, CURRENT**
Currant is a fruit, usually dried. Current as an adjective means contemporary, fashionable; as a noun it means stream, flow.
54. **DESERT, DESSERT**
Desert means to abandon (and can also be a noun, meaning a wasteland); dessert is the sweet course of a meal.

DICTION MISTAKES

55. **DEVICE, DEVISE**
Device is a noun, meaning a gadget or (particularly in writing terms) an invention; devise is a verb, meaning to invent or plot.
56. **DISCREET, DISCRETE**
Discreet means respectful, prudent; **discrete** means separate or detached from others.
57. **DRAFT, DRAUGHT**
Draft refers to the first writing of your novel or story (or any other document). You can also be drafted (enlisted or recruited) into the army, navy, etc.
Draught is an air movement, a drink (as in "draught of ale") or refers to a horse (or other animal) used for pulling ploughs, etc (e.g., "draught horse").
58. **ELICIT, ILLICIT**
Elicit means to extract or draw out; **illicit** means not legal.
59. **EMINENT, IMMINENT**
Eminent means distinguished, famous; **imminent** means near, close at hand.
60. **EVERYDAY, EVERY DAY**
Everyday means commonplace, ordinary; **every day** is used for something that happens daily.
61. **EVERYONE, EVERY ONE**
Everyone means every person in a group; **every one** means each person and is always followed by "of".
"Everyone needs to know how to swim."
"Every one of you should be able to swim."
62. **FAIR, FARE**
Fair means average, good-looking, pale, unbiased (what a lot of meanings for one little word!); fare is the money you pay to go somewhere by bus, train, plane, taxi, etc. It can also refer to a passenger. As a verb it means do, as in:
"I didn't fare as well in my exams this year as I'd hoped."
63. **FARTHER, FURTHER**
Farther is used for physical distance; **further** for non-physical. For instance:
The farther we walked the more hostile the terrain became.
I promised to give the plan further thought.
64. **FAZE, PHASE**
To faze someone is to fluster or confuse them, whereas **phase** is mostly used in reference to a stage in someone's life—though it can be a stage in almost anything else:
"Like most children, Danny's going through a phase of refusing to eat his vegetables."
"Nothing fazes my mother, who can produce a meal for unexpected guests at a moment's notice."

65. **FLARE, FLAIR**
Flare means to flash or blaze and (as a noun) is a pyrotechnic device; **flair** means ability or skill.
66. **FORBEAR, FOREBEAR**
Forbear means to refrain from; **forebear** is an ancestor or forefather.
67. **FOREWORD, FORWARD**
Foreword is the preface in a book, usually written by someone who is not the author; **forward** means ahead, near the front.
68. **FORTH, FOURTH**
Forth means forward; **fourth** is after "third".
69. **FOUL, FOWL**
Foul can mean dishonorable (by foul means), disgusting (a foul smell), entangle (rubbish dumped in the river can foul fishing lines); **fowl** is a bird.
70. **FOUND, FOUNDED**
Found is the past tense of find; **founded** means started, as in "My great grandfather founded this company nearly a hundred years ago."
71. **GORILLA, GUERRILLA**
Gorilla is a large ape; **guerrilla** is a particular kind of soldier.
72. **HAIL, HALE**
Hail means to greet or to come from (as in "She hails from Texas") and as a noun it is frozen raindrops; **hale** means healthy or (as a verb) to haul.
73. **HANGED, HUNG**
A criminal is always **hanged**; a picture is **hung**:
"We hung the portrait where everybody could see it."
"John Smith was hanged yesterday at dawn."
Just remember, "I'll be hanged if they're going to hang me," and you won't forget the difference again!
74. **HERD, HEARD**
Herd is a group of animals; **heard** is the past tense of hear.
75. **HOARD, HORDE**
Hoard means to stockpile and as a noun it is a cache of stockpiled stuff; **horde** is a large group.
76. **HOLE, WHOLE**
Hole is an opening; **whole** means complete.

DICTION MISTAKES

UNIT-12

77. **HEALTHFUL / HEALTHY**
HEALTHFUL means "good for one's health".
• Vegetables are **healthful** foods.
HEALTHY means "in a good condition of health".
All of his children are **healthy**.
78. **IMMEMORIAL, IMMORTAL**
Immemorial means ancient beyond memory (as in the cliché "since time immemorial"); immortal means deathless, eternal.
79. **INCITE, INSIGHT**
Incite is a verb that means to stir up; encourage: "Talk like this is likely to incite a riot." Insight is a noun meaning intuition; awareness; understanding.
80. **INTOLERABLE, INTOLERANT**
Intolerable means tiring, onerous crushing; intolerant means biased, prejudiced. Someone cannot be intolerable of another's beliefs.
81. **ITS, IT'S**
This is confusing because possessives normally have an apostrophe, but in this case it's is short for it is and its is possessive—*always*.
"Its colour is green and it's quite beautiful."
Other possessives that don't have an apostrophe are theirs, hers, yours and his—though I doubt
82. **"INSTEAD OF" OR "INSTEAD"**
"Instead of" is used in the beginning whereas "instead" is used at the end of a sentence.
83. **KNEW, NEW**
knew is the past tense of know; new is the opposite of old.
84. **LATER, LATTER**
Later means afterwards; latter is the second of two things.
"Later that day we went for a walk."
"We have two choices. The latter is the more reliable, but the former would be cheaper."
85. **LAY, LIE**
"I am going to lay down because I don't feel well" or "I am going to lay on my bed and read" are both incorrect; the word should be lie. In past tense, however, the correct usage is "I lay down because I didn't feel well" and "I lay on my bed and read".
86. **LEAD, LED**
Lead (pronounced led) is a heavy metal or (pronounced leed) the present tense of lead. So:
"He opens the door for me and I lead the guests upstairs to their rooms."
"He opened the door for me and I led the guests upstairs to their rooms."

87. **LEND, LOAN**

Lend is a verb meaning to give something temporarily to someone; loan is a noun, meaning the temporary transfer of something to someone else.

88. **LESSEN, LESSON**

Lessen means to make less; lesson is something you learn.

89. **LIABLE, LIBEL**

Liable means subject to, answerable for or likely; libel is written (as opposed to spoken) untruths about someone, for which you may be taken to court. "He is liable to sudden attacks of ill temper for no apparent reason." "Politicians should be made liable for their bad decisions." "Pollen is liable to cause hay fever or even asthma attacks in certain individuals."

90. **LICENSE, LICENCE**

In British usage, licence is always the noun and license the verb.

91. **LIGHTENING, LIGHTNING**

Lightening means making lighter or brighter; lightning (which is always a noun) is what comes out of the sky, usually followed by a crack of thunder.

92. **LOSE, LOOSE**

Lose always means mislaying or dropping something and not being able to find it, while loose means slack or free:

"If the fastening on your wrist-watch is loose (slack) you may lose your watch."

93. **"LIKE" OR "ALIKE"**

"Like" is a preposition and is followed by some noun or pronoun. Whereas "alike" is an adverb.

In other words, "like" is used in the beginning whereas "alike" is used at the end of a sentence.

94. **MANNER, MANOR**

Manner means method, appearance, class, character; manor is strictly a large, stately-house.

95. **MANTEL, MANTLE**

Mantel is the shelf above a fireplace, or the fireplace surrounding; mantle is a cloak or blanket.

96. **MARSHAL, MARSHALL**

Marshal is a military officer or a sheriff; marshall is a verb meaning to muster, usher; guide; align, array, organise.

97. **MAYBE, MAY BE**

"Maybe you could explain this to us a little clearer."
"It may be a good idea to give us a clearer explanation of this."

98. MOAT, MOTE

Moat is a deep, wide ditch surrounding a castle, fort or town. Usually filled with water, it is intended as a defence against attack. Mote is a tiny piece of substance, as in motes of dust that can show up in a sunbeam.

99. MUTE, MOOT

Mute as a verb means to silence or quieten down, as a noun it's a little gadget used by string players (particularly violinists) to soften the sound from their instruments. As an adjective it means dumb or making no sound, as in "He looked at me in mute appeal." Moot means debatable. So, it's a "moot point" not a "mute point".

100. MOST / ALMOST

The adjective MOST is the superlative form of many, meaning greatest in number, amount or degree.

- *Most birds can fly but we can't.*

The adjective most is also the superlative form of much, meaning "the largest amount".

- *Most coffee comes from Brazil.*

ALMOST is an ADVERB meaning "slightly less than," "not quite," or "very nearly". Almost all the students are here.

101. PASSED, PAST

Passed is the past tense of pass. Past means a time that has gone.

"Time passed and we all forgot the incident."

"In times past it was the custom for women to wear hats in church."

102. PEACE, PIECE

Peace means the absence of war (or even noise); piece is a portion of something.

103. PEDALLED, PEDDLED

Pedalled is the past tense of pedal, which as a verb means to use your feet to turn the pedals on something, such as a bicycle, to make it move; or to operate the sustaining and/or soft pedals on a piano, or the lower keys on an organ; peddled is the past tense of peddle, which means to sell.

104. PEER, PIER

Peer as a noun means a person who is your equal and as a verb it means to squint or look obliquely at something; pier is a type of wharf or dock. Two other words that sound similar are pear (a fruit) and pare (to peel) but I haven't seen any instances where these have been confused.

105. PLAIN, PLANE

Plain means obvious, also unadorned or lacking in good looks; plane is a carpenter's tool or an abbreviation of aeroplane.

106. **PEEK, PIQUE, PEAK**

Pique means to excite or irritate; peek means to peep or snoop; peak as a noun means the summit or tip, and as a verb means to climax. So, you pique someone's curiosity; you don't peek or peak it. If someone annoys you, you become piqued rather than peeked or peaked.

107. **PERSPECTIVE, PROSPECTIVE**

Perspective means point of view; also panorama; prospective means future, inevitable, destined.

108. **POUR, PORE, POOR**

You pour sauces, gravies, etc, over your dinner, while pore means to study something—so, "pore over the book", not "pour over the book", which reads as though you might be damaging the book with an unnamed liquid substance! Poor is what you are when you don't earn enough money,

109. **PRACTICE, PRACTISE**

In British usage, practice is always the noun and practise the verb.

110. **PRAY, PREY**

Pray is usually what you do when you talk to God; prey as a verb means to hunt, to stalk,; as a noun it means the subject of the hunt.

111. **PREMISE, PREMISES**

Premise usually means assumption, supposition, while premises means an apartment, house or building and its grounds.

112. **PRESENCE, PRESENTS**

Presence means being near at hand; presents are gifts.

113. **PRINCIPAL, PRINCIPLE**

Principal means chief or main, also the amount borrowed in a loan; principle means regulations or ideals.

"The principal reason for the company's failure was lack of money." (or)
 "The new principal is making a real difference to our school."

"We are paying both principal and interest each month on our mortgage."

"She is completely without principles and would steal from her own mother."

"The principle of a clause like this in your employment contract is to protect you against unfair dismissal."

114. **PROFIT, PROPHET**

Profit means gain, earnings, advantage, and is usually associated with business. A prophet is a seer, a diviner. I saw this mix-up in a writer's group, of all places!

"What doth it profit a man if he gains the whole world, but loseth his soul?"
 "A prophet is without honour in his own country."

115. **QUIET, QUITE**

Quiet means without noise; quite when used in fiction usually means moderately, but can also mean totally or entirely. Use of the wrong word here could, of course, simply be a typing error that went unnoticed in the proof-reading stages!

DICTION MISTAKES

116. **RAIN, REIGN, REIN**
Rain is the water that comes down from clouds; reign means to rule; rein is a strap, usually leather, for controlling an animal, especially a horse.
117. **RAISE, RAZE**
These two are exact opposites. Raise means to lift or build up and raze means to pull down:
"We will raise the reputation of our village to new heights."
"He instructed his army to raze the village to the ground."
118. **RAPT, RAPPED, WRAPPED**
Rapt means enchanted, engrossed; rapped is the past tense of rap, to hit or criticise; wrapped is the past tense of wrap, to coat or enfold.
119. **REALITY, REALTY**
Reality is real life; realty is real estate.
120. **REFERENCE, REVERENCE**
I don't know if this confusion is common. I didn't even realise the words could be confused until I saw one wrongly used in something written by ... a writer! Maybe it was just a typing error. Reference is something referred to, reverence means respect.
121. **REGIMEN, REGIMENT**
Regimen is a noun and is mostly used to refer to a prescribed way of life, or diet or exercise. It is also the action of governing. Regiment as a verb means to direct, command; as a noun it refers to a military unit.
122. **RESIDENCE, RESIDENTS**
Residence is a house; residents are the people who live there.
123. **RESPECTFULLY, RESPECTIVELY**
Respectfully means politely; respectively means in the order stated.
"The containers stood in a row and were numbered 1, 3, 2, 5 and 4 respectively" means they were standing in this order rather than numerical order.
124. **RETCH, WRETCH**
Retch means to gag or try to vomit; wretch is a grovelling person, a creep.
125. **RIFLE, RIFFLE**
Rifle (apart from being a firearm) means to steal; riffle means to leaf through or browse. So your character doesn't rifle through someone's belongings and only rifles them if stealing them.
126. **RIGHT, RITE, WRITE**
Right means correct; rite is a ceremony, usually religious; write means to make words.
127. **ROAD, RODE**
Road is a long surface for cars and other vehicles; rode is the past tense of ride.

128. **ROLE, ROLL**

Role is a part in a play or film; roll as a noun is a document or something that is cylindrical in shape and as a verb it means to make something into a cylindrical shape, to turn or spin.

129. **SALE, SAIL**

Sale is either offering something for purchase ("for sale") or offering it at a special price ("on sale"); sail is part of a ship or boat.

130. **SCENE, SEEN**

Scene is the place where something happens; seen is the past participle of see. "Yet he had seen nothing suspicious at the scene of the accident." (Of course you wouldn't write a sentence like that; the two words make for a clumsy combination. I would probably replace "scene" with "site".)

131. **SEAM, SEEM**

Seam is most often used to refer to the joining of two pieces of fabric with thread, but it can refer to other types of joins; seem means appear: "He makes it seem so easy to do."

132. **SELL, CELL**

Sell is to exchange for money; cell is a small room (invariably lacking in comfort); also an organism (as in "stem cells"); the small divisions in something large such as a container or a table in a web page or word-processed document.

133. **SEVER, SEVERE**

Sever means to separate, detach; severe means grim, stern.

134. **SERF, SURF**

Serf means slave or servant; surf is a wave and as a verb is also the action of riding the waves on a board or using a computer to find something on the Internet.

135. **SHEAR, SHEER**

Shear means to cut or clip; sheer means transparent (as in "sheer nylon hosiery"); steep (as in "a sheer drop"); total or absolute (as in "sheer stupidity").

136. **SHORE, SURE**

Shore as verb means to brace or support; as a noun it is usually a beach but can also be a support or a brace; sure means certain, confident. So you do not sure up a company by borrowing more capital; you shore it up.

137. **SINGLY, SINGULARLY**

Singly means individually, one-by-one; singularly means strangely, uniquely. I found the wrong use of this pair on a writer's site, where singularly was used instead of singly, and figured if one person could get it wrong so could others.

138. SITE, SIGHT, CITE

Site always refers to location or place: building site; archaeology site.
"We will site the house to take advantage of the panoramic views."

Sight always refers to vision, as in the cliché "a sight for sore eyes".
"We sighted two horsemen coming over the hill."

"It was a sight I would never forget."

"She feared she might lose her sight."

Cite means to summon, or to refer to a source, as in the following sentences:

"I was cited as a witness to the accident."

"He cited in his defence an incident in which these same people were involved."

139. SLEIGHT-OF-HAND, SLIGHT-OF-HAND

It occurred to me that these could be confused only when an editor changed "sleight-of-hand" to "slight-of-hand", making me wonder how come I had made such a mistake. The latter is definitely incorrect; it suggests hands that are slender rather than deft or skilful, which is what the word sleight means.

140. SLITHER, SLIVER

A colleague found these words constantly confused in a book published by a big-name publisher. **Slither** means to slip, slide; **sliver** is a noun, meaning a thin piece, such as a flake, paring or chip.

141. SOME TIME, SOMETIME

This is a common confusion. **Some time** is a period of time and **sometime** means at some time not specified.

"Some time ago you promised to introduce me to your brother."

"Sometime when you're not busy we must do this again."

142. SOLE, SOUL

Sole as an adjective means single, as in "the sole cause of the problem"; as a noun it is a type of fish and the under part of a foot or a shoe. **Soul** generally refers to the invisible part of you that lives on after you die; also heart or mind; a human being (as in "no living soul").

143. SORT, sought

I've seen these two wrongly used several times on a certain auction site that should remain nameless. (But I'll give you a clue: it's haunted almost exclusively by New Zealanders.) So possibly other people might get them confused. **Sort** as a verb is what you do when you put things in alphabetical or numerical order, or according to size etc. As a noun it means a type or kind. **Sought** is the past tense of seek and it's what these sellers meant when they claimed the article they were selling was "sought after".

144. STATIONARY, STATIONERY

Stationary means standing still. **Stationery** refers to writing paper.

145. STATUE, STATUTE, STATURE

Statue is a carved or moulded likeness; **statute** is law; **stature** means height or size.

146.

147.

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155.

146. **STRAIGHT, STRAIT**
Straight means without bends; strait is a passage of water.
147. **TAUT, TAUGHT, TAUNT**
Taut means tight, firm; taught is the past tense of teach; taunt equals jeer, insult.
148. **TENANT, TENET**
Tenant is one who rents a property; tenet is a principle or belief.
149. **THERE, THEIR, THEY'RE**
There is a location: "Put it over there."
Their is the possessive of they: "their coats"
They're is short for they are: "They're unlikely to miss seeing them."
So: "They hung their coats over there by the door where they're unlikely to miss seeing them on their way out." Dreadful sentence I know, but at least it demonstrates the correct usage for all three words.
150. **TO, TOO, TWO**
To is a preposition meaning towards; too means also or extremely (as in "You are walking too fast for me"); two is the number after one.
151. **THROES, THROWS**
Throes are violent spasms or painful struggles, though not always physical. For example, "She is in the throes of a nasty divorce case." Throws means hurls or tosses. As a noun it means blankets or other types of covering.
152. **THROUGH, THREW**
Through is a preposition meaning in and out of, as in: "We drove through the tunnel." Threw is the past tense of throw; see the entry immediately above this one.
153. **VANE, VAIN, VEIN**
Vane is something that shows from which direction the wind is blowing; also (among other things) the sail of a windmill, the flat part on either side of the shaft of a feather, a revolving fan or flywheel; vain means too concerned about how one looks (though one can be vain about other things, of course!) and also means useless, as in "a vain attempt"; vein is a blood vessel, a channel. When you blaspheme you are "taking the Lord's name in vain".
154. **VENAL, VENIAL**
Venal means dishonest, dishonorable; venial means forgivable, unimportant (as in "venial sins").
155. **VERSES, VERSUS**
I saw this mix-up—the use of verses instead of versus—in a small newspaper. Verses is the plural of verse, something a poet writes; versus means against, in comparison with.

DICTION MISTAKES

UNIT-13

DICTION

156. **VICIOUS, VISCOUS**
Vicious means savage, cruel; viscous means thick, gummy.
157. **WAIST, WASTE**
Waist is the part of your body around which you fasten your belt; waste as a noun mostly refers to stuff that's thrown away. As a verb it usually means to squander.
158. **WARY, WEARY**
Wary means careful; weary means tired.
159. **WAVE, WAIVE**
Wave means to flap your hand in farewell and as a noun is also a breaker on the beach; waive means to give up one's rights or claim.
160. **WAVER, WAIVER**
Waver means to be undecided; waiver means the giving up of rights or claims.
161. **WAY/WAYS, WEIGH/WEIGHS**
It didn't occur to me that these could be confused until I read (in an email) the something probably "ways a tonne". Way means to be undecided; weigh means the giving up of rights or claims.
162. **WEAK, WEEK**
Weak is the opposite of strong; week is seven days, Sunday to Saturday.
163. **WEATHER, WHETHER, WETHER**
Weather has to do with meteorological conditions, climate; whether is a conjunction of condition (a bit like the word if) e.g., "Whether it rains or shines, I have to go." A wether is a castrated sheep.
164. **WET, WHET**
Wet as a verb means strictly to pour liquid on something. You do not "wet" somebody's appetite for anything; you'll only land up doing the opposite of what you want! Instead, you whet it, which means to sharpen or stimulate.
165. **WHICH, WITCH**
As a fantasy writer, I have trouble believing people get these two confused! Which is one of a group; witch is a sorcerer.
166. **WHOSE, WHO'S**
This confusion is similar to its and it's. Whose is possessive, and who's is short for "who is".
167. **WONT, WON'T**
Wont means accustomed; won't is short for "will not". The usual confusion here is to use won't instead of wont.

168. YOKE, YOLK

Yoke as a verb means to bind or confine. In olden days, for instance, oxen were yoked together for ploughing. As a noun it is more usually the means by which something is bound or confined, though I remember the upper part of a two-piece bodice on a dress or blouse being referred to as a yoke. Yolk is the yellow part of an egg.

169. YOUR, YOU'RE

As in the entry for whose and who's, this confusion is similar to its and it's. Your is possessive and you're is short for "you are".

Some Other Most Frequent Words

1. i) Access ■ A noun – means availability; approach; admittance
ii) Excess ■ A noun – means too much; more than needed

1. (Excess/ Access) of everything is bad
2. I have an (excess/access) to the Minster.
3. The lawyer was given (excess/access) to the grand jury records.
4. The expenditures this month are far in (access/excess) of income.

2. i) All round ■ - means versatile or general
ii) All around ■ - means all over a given area

1. The champion is an (all round/all around) athlete.
2. The police was lined up for miles (all round/all around)

3. i) Artist ■ - a person skilled in fine arts.
ii) Artiste ■ - a professional singer or dancer
iii) Artisan ■ - skilled workman.

1. A famous (artist/artiste/artisan) has drawn this picture.
2. She was famous TV (artiste/artist/artisan) before she became a film actress.
3. This (artiste/artist/artisan) is famous for his glass tables.
4. Some of the leading (artistes/artists/artisans) took part in the concert.
4. i) Borrow ■ - a verb means the money that you take from some body.
ii) Burrow ■ - a noun means a hole or tunnel in the ground for rabbits.
iii) Burro ■ - a noun means a small donkey used for carrying heavy loads.

5. i) Breath ■ - means an intake of air
ii) Breathe ■ - means to draw air in and give it out.
iii) Breadth ■ - means width

1. Before you dive in, take a very deep (breath/breath/breadth)
2. It is difficult to (breath/breathe/breadth)
3. In a square the (breath/breadth/breathe) should be equal to the length

6. i) Cease ■ means to end
 ii) Seize ■ means to take hold of
 1. Will you please (cease/seize) making those sounds?
 2. (Seize/Cease) him by the collar as he comes around the corner.

7. i) Check ■ to control
 ii) Cheque ■ an order on a bank for payment.

1. Brakes (checks/cheques) the motion of all motor vehicles.
 2. The auditors have (checked/chequed) the accounts of our firm.
 3. He has given me a (check/cheque) for Rs. 5,000/-

8. i) Counsel ■ means a government representative; to advise;
 ii) Council ■ means an assembly;
 iii) Consul ■ means a government representative

1. Foreigners abroad should keep in touch with their (consuls/councils/counsels)
 2. The city (council/counsel/consuls) enacts local laws and regulations.
 3. Elderly people always give a good (council/counsel/consuls)

9. i) Defer ■ means to postpone;
 ii) Differ ■ means to disagree

1. (Defer/Differ) this decision for the time being.
 2. I (defer/differ) from you in your contention.
 3. Do not (defer/differ) the payment that you have to make.
 4. I (defer/differ) with him on several points.

10. i) Decent ■ means suitable; refined; nice
 ii) Descent ■ means going down; slope;
 iii) Dissent ■ means disagreements.

1. The (decent/descent/dissent) thing to do is to admit your fault.
 2. The (dissent/descent/decent) into the cave was treacherous.
 3. Two of the nine justices filed a (dissenting/descending/decenting) opining.
 4. There was no voice of (decent/dissent/descent) against the new bill.
 5. While coming down the (descent/decent/dissent) his foot slipped.
 6. There was a (decent/dissent/descent) among the members.

11. i) Die ■ to cease to live; to become dead
 ii) Dye ■ to color; to stain

1. They (die/dye) not who (dye/die) for a great cause.
 2. He (dies/dyes) his hair black every week.
 3. He behaves as if he (was/were) the principle. (he is pretending)
 4. I wish that he (were/was) here. (he is not here).

12. i) Eliminate ■ means to get rid of
 ii) Illuminate ■ means to supply with light.

1. Let us try to (eliminate/illuminate) the unnecessary steps.
2. Several lamps were needed to (illuminate/eliminate) the hall.

13. i) Floor ■ - covered ground
 ii) Flour ■ - milled grain

1. (Flour/Floor) is obtained from wheat.
2. There is a (floor/flour) mill in my neighbor hood.
3. Do not sit on the (flour/floor) as it is quite dirty.

14. i) Formally ■ means in a formal way;
 ii) Formerly ■ means at an early time

1. The letter of reference was (formerly/formally) written.
2. She was (formally/formerly) a delegate to the convention.

15. i) Lost ■ - is the past tense lose which means unable to find.
 ii) Last ■ - an adjective, that comes at the end, as a verb means to continue and as a noun means. a structure for making shoes.
 iii) Latest ■ is an adjective means quite recent.

1. I went to a party (last/lost) night.
2. Drivers should plan long journeys so as not to get (last/lost).
3. They can be expected to regain some of their (last/lost) prestige.
4. He made them feel (last/lost) without him.
5. It's a long time since we met (last/lost)
6. The (last/lost) things I want to do is to offend you.

16. i) Most ■ - superlative degree of 'much' which means a larger amount than any.
 ii) Almost ■ is an adverb which means very nearly.

1. (Most/Almost) everyone has a desire to succeed.
2. The student was (almost/most) finished when the bell rang.
3. The children ate (most/almost) of the pies.

17. i) Minor ■ - Inferior in importance; one who has not yet mature.
 ii) Miner ■ - a worker in mine

1. (Miners/Minors) have no right to vote in the general election.
2. The life of a (minor/miner) of a coal mine is always danger.
3. You have made some (miner/minor) mistakes in this essay.
4. A student should work hard like a (miner/minor).

DICTION MISTAKES

UNIT-12

18. i) Passed ■ is the past tense of verb pass means success or to move along.
 ii) Past ■ adjective or noun, which means a period of time before the present.

1. When I asked, she (passed/past) me the sugar.
2. I (past/passed) his house on the way to the post office.
3. In (past/passed) times, salt was often used as money.
5. One can learn from (passed/past) experiences

19. i) Precede ■ means to come before
 ii) Proceed ■ means to go ahead
 iii) Supersede ■ Means to replace

1. These circumstances (preceded/proceeded/superseded) the attack.
2. We can then (precede/proceed/supersede) with our plan now.
3. Plan B will (supersede/proceed/precede) plan. A.

20. i) Sit ■ - means take a seat
 ii) Set ■ - means place

- He (set/sat) on the chair.
 He (set/sat) the lamp on the table.
 (Although/Despite) it was raining heavily, many students came.
 (Although/Despite) heavy rain, many students attended the class.
 (Though/in spite of) he was a genius, he couldn't score high.
 (though/inspite of) being a genius, he could not score high.

21. i) Sometime ■ means a portion of time
 ii) Sometime ■ means at an indefinite time in, future
 iii) Sometimes ■ means occasionally
 iv) Use/used to ■ use is simple verb, while 'used to' shows 'habitual action'.

Used to + verb word: shows past habit. Get / Be + used to + ing - shows present or past habit.

He used to smoke cigarettes. (past habit) We got used to working late at night: (past habit)

She is used to visiting that place: (present habit)

1. I'll meet (sometimes/sometime) after twelve noon.

2. Let us met (sometimes/sometime) after twelve noon.

3. (sometimes/sometime) it is better to hesitate before signing a contract.

22. i) Than ■ indicates comparative degree of adjective
 ii) Then ■ means as a particular time in the past or in the future.
1. This is better (Then/Than) that
 2. I'll see you tomorrow (Than/Then)

TEST ON DICTION

- Q1 The fire would not burn because the flu needed cleaning
A B C D
- Q2 The news of the Nusrat Fatch Ali's khan deceased was very shocking for all of us.
A B C D
- Q3 Was he not employed in the ordinance department of Japanese Forces?
A B C D
- Q4 Your bad manners really great me.
A B C D
- Q5 The teacher sat down besides the frightened child and tried to reassure him that the monster was
A B C
merely imaginary.
D
- Q6 Becky decided she was going to attend the party anyway, irregardless of her parent's fervent and
A B C
oft. voiced objection.
D
- Q7 They hung her for murdering her children
A B C D
- Q8 The amazing still flight of the hummingbird is a natural phenomena.
A B C D
- Q9 John had fewer travel time because he lives closer to the airport.
A B C D
- Q10 Although the scenery was dull, Jules enjoyed exercising on the stationery bicycle in his basement.
A B C D
- Q11 Chocolate chip paradise pie is my favorite desert.
A B C D
- Q12 When I offered my assistance, I didn't mean to infer that you are incapable of finishing
A B C D
- Q13 My cat's favorite place to lay in the morning is on my newspaper.
A B C D
- Q14 May be the meeting will be cancelled due to over engagement of the directors
A B C D
- Q15 My elementary teacher used to learn me so much
A B C D
- Q16 (A) He is farther along in his academic program than he thought
(B) He is further along in his academic program then he thought
(C) He is further along in his academic program than he thought
(D) He is farther along in his academic program then he thought
- Q17 (A) The bombing had an averse effect on economical issues.
(B) The bombing had an adverse effect on economic issues.
(C) The bombing had an adverse affect on economical issues.
(D) The bombing had an adverse effect on economical issues.

DICTION MISTAKES

UNIT-13

- Q.18 (A) His frequent rude remarks don't faze me because I know it is just a passing faze.
(B) His frequent rude remarks don't phase me because I know it is just a passing faze.
(C) His frequent rude remarks don't phase me because I know it is just a passing phase.
(D) His frequent rude remarks don't faze me because I know it is just a passing phase.
- Q.19 (A) Pharmacists are proscribed from prescribing medicine without a license.
(B) Pharmacists are proscribed from prescribed medicine without a license.
(C) Pharmacists are proscribing from prescribing medicine without a license.
(D) Pharmacists are proscribing from prescribed medicine without a license.
- Q.20 (A) Although I hoped my departure wouldn't affect your behaviour, the negative effect was clear.
(B) Although I hoped my departure wouldn't affect your behaviour, the negative affect was clear.
(C) Although I hoped my departure wouldn't effect your behaviour, the negative affect was clear.
(D) Although I hoped my departure wouldn't effect your behaviour, the negative effect was clear.
- Q.21 (A) In his will, he made implicit some provisions that had previously been left implicit.
(B) In his will, he made explicit some provisions that had previously been left explicit.
(C) In his will, he made implicit some provisions that had previously been left explicit.
(D) In his will, he made explicit some provisions that had previously been left implicit.
- Q.22 (A) Are you al ready for the trip to France this summer? I've paid for my flight all ready.
(B) Are you al ready for the trip to France this summer? I've paid for my flight already.
(C) Are you all ready for the trip to France this summer? I've paid for my flight already.
(D) Are you all ready for the trip to France this summer? I've paid for my flight all ready.
- Q.23 (A) For those of you who use this root, signs will be up to direct you to alternate routes.
(B) For those of you who use this route, signs will be up to direct you to alternate routes.
(C) For those of you who use this route, signs will be up to direct you to alternate routes.
(D) For those of you who use this route, signs will be up to direct you to alternative routes.
- Q.24 (A) The former is, perhaps, more logical than the latter.
(B) The former is, perhaps, more logical than the latter.
(C) The former is, perhaps, more logical than the later.
(D) The former is, perhaps, more logical than the last.
(E) The former is, perhaps, more logical than the latest.
- Q.25 (A) Tutors often give good advice but students sometimes chose not to follow it.
(B) Tutors often give good advice but students sometime chose not to follow it.
(C) Tutors often give good advice but students sometime choose not to follow it.
(D) Tutors often give good advise but students sometimes choose not to follow it.
- Q.26 (A) I read yesterday that a candy bar has three times as much sugar then a bowl of cereal.
(B) I read yesterday that a candy bar has three times as much sugar then a bowl of cereal.
(C) I read yesterday that a candy bar has three times as much sugar as a bowl of cereal.
(D) I read yesterday that a candy bar have three times as much sugar than a bowl of cereal.

- Q27 (A) In the past decade, I past over countless opportunities; I was determined not to let them get past me again.
 (B) In the past decade, I passed over countless opportunities; I was determined not to let them get passed me again.
 (C) In the past decade, I passed over countless opportunities; I was determined not to let them get past me again.
 (D) In the past decade, I past over countless opportunities; I was determined not to let them get past me again.
- Q28 (A) We appealed the un interested mediator to facilitate the negotiations.
 (B) We appealed to the un interested mediator to facilitating the negotiations.
 (C) We appealed to the disinterested mediator to facilitate the negotiations.
 (D) We appealed to the un interested mediator to facilitate the negotiations.
- Q29 (A) The firefighters were alerted to the forest fire due to the large number of smoke rising into the air.
 (B) The firefighters were alerted to the forest fire due to the large amount of smoke rising into the air.
 (C) The firefighters were alerted to the forest fire due to the large amount of smoke raising into the air.
 (D) The firefighters were alerte to the forest fire due to the large amount of smoke rising into the air.
- Q30 (A) When 50 Elvis impersonators appeared altogether at Windsor Palace, the queen observed that this was altogether inappropriate.
 (B) When 50 Elvis impersonators appeared altogether at Windsor Palace, the queen observed that this was altogether inappropriate.
 (C) When 50 Elvis impersonators appeared altogether at Windsor Palace, the queen observed that this was altogether inappropriate.
 (D) When 50 Elvis impersonators appeared altogether at Windsor Palace, the queen observed that this was altogether inappropriate.

ANSWER KEY

1	C	6	B	11	D	16	C	21	D	26	B
2	A	7	A	12	B	17	B	22	C	27	C
3	C	8	D	13	B	18	D	23	C	28	D
4	D	9	A	14	A	19	A	24	A	29	B
5	B	10	D	15	C	20	A	25	C	30	A

GRAMMAR AT A GLANCE

Following are some useful grammatical hints:

1. The nouns, "wages, tidings, innings news, sports, series, measles, mumps, AIDS, statistics, mathematics, politics, civics, ethics" are followed by singular verbs (is/it+s/es) and helping verbs.
Example: *Wages of sin are* hell. (Incorrect)
Wages of sin is hell. (Correct)
2. We use some qualifying words to make the plural of certain nouns such as advice, work, rice, etc.
Head of cattle, grains of salt, a piece of advice.
Example: I have many *works* to do. (Incorrect)
I have many *pieces of work* to do. (Correct)
3. As a general rule, we do not make plural of certain nouns such as scenery, ~~poor~~, cattle, furniture, hair, sheep, fish, etc.
Example: The *sceneries* of Kashmir *are* very beautiful. (Incorrect)
The *scenery* of Kashmir *is* very beautiful. (Correct)
4. The nouns, "trousers, gallows, brows, tongs, spectacles, breasts, chests" are always plural and must be followed by plural verbs and plural helping verbs.
Example: Ali was wearing very costly *spectacle*. (Incorrect)
Ali was wearing very costly *spectacles*. (Correct)
5. After certain words "be, is, am, are, was, were, than" we use subjective case of pronoun.
Subjective Cases: (I, we, you, they, he, she, it.)
Example: Ali is taller *than me*. (Incorrect)
Ali is taller *than I*. (Correct)
6. After all kinds of prepositions and forms of verb, we use the objective case of pronoun.
Objective Cases: (me, us, them, him, her, etc.)
Example: If any one has any doubt, *refer he to I*. (Incorrect)
If any one has any doubt, *refer him to me*. (Correct)
7. We never use apostrophes " ' " with the following possessive pronoun:
Possessive Pronoun: (ours, yours, hers, theirs, its)
Example: I am obediently *your's*. (Incorrect)
I am obediently *yours*. (Correct)
8. Before "-ing form of verb as a noun (Gerund)", we always use possessive adjectives
Possessive Adjectives: (my, our, your, their, her, his, its)
Example: The girls objected *him coming* to the party. (Incorrect)
The girls objected *his coming* to the party. (Correct)
9. Certain words "avail, absent, avenge, enjoy" are followed by self form of pronoun if there is no object afterwards.
Example: I shall *avail* of this opportunity. (Incorrect)
I shall *avail myself* of this opportunity. (Correct)

10. "Every, Each and singular Noun" are to be replaced by third person singular pronoun "He"

Example: *Everyone* of the boys thought that *they were* not guilty. (Incorrect)
Everyone of the boys thought that *he was* not guilty. (Correct)

EXERCISE 1

1.
 - (A) The last inning of the test match is underway.
 - (B) The last innings of the test match are underway.
 - (C) The last inning of the test match is underway.
 - (D) The last innings of the test match is underway.
2.
 - (A) He had forty cattles.
 - (B) He had forty heads of a cattles.
 - (C) He had forty head of cattle.
 - (D) He had forty head of cattles.
3.
 - (A) Do your hairs, they look so untidy.
 - (B) Do your hair, it look so untidy.
 - (C) Do your hairs, it look so untidy.
 - (D) Do your hair, they look so untidy.
4.
 - (A) This spectacle is very costly.
 - (B) This spectacles is very costly.
 - (C) These spectacles is very costly.
 - (D) These spectacles are very costly.
5.
 - (A) His performance was better than I.
 - (B) His performance was better then I.
 - (C) His performance was better than me.
 - (D) His performance was better than mine's.
6.
 - (A) Give some books to him and me.
 - (B) Give some books to I and he.
 - (C) Give some books to him and I.
 - (D) Give some books to he and me.
7.
 - (A) I am sincerely your.
 - (B) I am sincerely yours.
 - (C) I am sincerely your's.
 - (D) I am your's sincerely.
8.
 - (A) I have no objection to you going there.
 - (B) I have no objection to your going there.
 - (C) I have no objection to yours going there.
 - (D) I have no objection to you going there.

9. (A) He absented himself from the class yesterday.
(B) He absented him from the class yesterday.
(C) He himself absented him from the class yesterday.
(D) He absented from the class yesterday.
10. (A) Everyone in the class raised her hands.
(B) Everyone in the class raised one's hand.
(C) Everyone in the class raised his hands.
(D) Everyone in the class raised their hands.

Answers:

1	D	6	A
2	C	7	B
3	B	8	B
4	D	9	A
5	A	10	C

11. All the plural nouns are to be replaced by third person plural noun "They"
Example: The *mothers* should realize that *you are* responsible citizens.
The *mothers* should realize that *they are* responsible citizens.
12. The correct order of pronouns for good purposes is 2nd, 3rd and 1st person
Example: *I, you and he* are very *good* friends. (Incorrect)
You, he and I are very *good* friends. (Correct)
13. We use "very" before the 1st degree of adjectives and we use "much" before the 2nd degree of adjectives.
Example: I am feeling *very better* now. (Incorrect)
I am feeling *much better* now. (Correct)
14. Some adjectives Senior, junior, superior, inferior etc) are followed by 'to'
Example: Mr. Ali is *senior from* me. (Incorrect)
Mr. Ali is *senior to* me. (Correct)
15. Some adjectives can't be compared e.g unique, ideal, perfect etc.
Example: This car is *more unique*. (Incorrect)
This car is *unique*. (Correct)
16. We do not use article "a" after "kind, type, sort" but we generally use it after "male"
Example: I do not like this *type of a* student. (Incorrect)
I do not like this *type of* student. (Correct)
17. As a general rule we do not use articles (*a, an, the*) before proper (Ghalib), abstract (honesty) and material (Gold) nouns.
Example: *The gold* is a very precious metal. (Incorrect)
Gold is a very precious metal. (Correct)

18. As a specific rule, we use article before these nouns to specify or to compare.
 Example: He is *Ghalib* of today. (Incorrect)
 He is *the Ghalib* of today. (Correct)

19. As a general rule, we do not use article "*the*" before the 2nd degree of adjective.
 Example: This is *the better* than that. (Incorrect)
 This is *better* than that. (Correct)

20. As a specific rule, we use article "*the*" before the 2nd degree of adjective if there is a pair of them or if there is "*of the*" or "*out of*".
 Example: *Of the* two boys, he is *better*. (Incorrect)
Of the two boys, he is *the better*. (Correct)

EXERCISE 2

1.
 - (A) All the passengers must show their ticket.
 - (B) All the passengers must show their tickets.
 - (C) All the passengers must show his ticket.
 - (D) All the passengers must show his tickets.
2.
 - (A) I, you and he will succeed in getting good jobs.
 - (B) You, I and he will succeed in getting good jobs.
 - (C) You, he and I will succeed in getting good jobs.
 - (D) He, you and I will succeed in getting good jobs.
3.
 - (A) His business partner is much clever.
 - (B) His business partner is very clever.
 - (C) His business partner very cleverer.
 - (D) His business partner is cleverer.
4.
 - (A) He always thinks his relatives inferior to him.
 - (B) He always thinks his relatives inferior than him.
 - (C) He always thinks his relatives more inferior to him.
 - (D) He always thinks his relatives inferior to than he.
5.
 - (A) This is the most unique dog in our street.
 - (B) This is a much unique dog in our street.
 - (C) This is a unique dog in our street.
 - (D) This is unique dog in our street.
6.
 - (A) This type of men never cheat others.
 - (B) These type of man never cheats others.
 - (C) This type of man never cheats others.
 - (D) This type of man never cheat others.

7.
 - (A) Honesty is best policy.
 - (B) The honesty is the best policy.
 - (C) Honesty is the best policy.
 - (D) Honesty is a best policy.
8.
 - (A) The Brookfield was an old foundation.
 - (B) Brookfield was an old foundation.
 - (C) Brookfield was old foundation.
 - (D) The Brookfield was the old foundation.
9.
 - (A) Of the two questions, this is easy.
 - (B) Of the two questions, this is easier.
 - (C) Of the two questions, this is more easier.
 - (D) Of the two questions, this is the easier.
10.
 - (A) He is the more responsible than his elder brother.
 - (B) He is more responsible then his elder brother.
 - (C) He is more responsible than his older brother.
 - (D) He is more responsible than his elder brother.

Answers:

1	B	6	C
2	C	7	C
3	B	8	B
4	A	9	D
5	c	10	D

21. We use the 1st form of verb after do, does, did, shall, will, can, could, would, should, may, might, must, used to, ought to, is to, am to, are to, was to, were to, has to, have to, had to, shall/will have to, often, always, usually, daily, when, before.

Example: They *did* not *worked* hard. (Incorrect)
They *did* not *work* hard. (Correct)

22. After "Know, Learn", we always use "how to + 1st form of verb"

Example: I do not *know driving* a car. (Incorrect)
I do not *know how to drive* a car. (Correct)

23. Following are the markers of the 2nd form of verb "ago, before, last, yesterday, when, before, just."

Example: His father *had died* three years *ago*. (Incorrect)
His father *died* three years *ago*. (Correct)

24. We used the 3rd form of verb with "has, have, had, almost, already, just, passive voice".

Example: He *has just went* out. (Incorrect)
He *has just gone* out. (Correct)

25. We use the "-ing" form with all the prepositions and the H.V "is, am, are, shall / will be, was, were, shall / will have been, has / have / had been" and some other words such as "since, for, now, at present".
 Example: It *rains* now. (Incorrect)
 It *is raining* now. (Correct)
26. We use the "-ing" form of verb after the following expressions.
 "Can't help, couldn't help, look forward to, (be) used to, averse to etc."
 Example: We couldn't help *laugh*. (Incorrect)
 We couldn't help *laughing*. (Correct)
27. Past Tense must be followed by Past Tense.
 Example: He *told* me that he *will* come. (Incorrect)
 He *told* me that he *would* come. (Correct)
28. The correct formation of Conditional Sentence Type-I is:
 If + 1st form of verb (s/es) \rightarrow shall / will + 1st form of verb.
 Example: If she *will work* hard, she *will pass* the exam. (Incorrect)
 If she *works* hard, she *will pass* the exam. (Correct)
29. The correct formation of Conditional Sentence Type-II is:
 If + 2nd form of verb \rightarrow would + 1st form of verb.
 Example: If she *had worked* hard, she *would pass* the exam. (Incorrect)
 If she *worked* hard, she *would pass* the exam. (Correct)
30. The correct formation of Conditional Sentence Type-III is:
 If + had (3rd form of verb) \rightarrow would have + 3rd form of verb.
 Example: If she *worked* hard, she *would have passed* the exam. (Incorrect)
 If she *had worked* hard, she *would have passed* the exam. (Correct)

EXERCISE 3

1.
 - (A) He does not practice his dancing moves.
 - (B) He does not practices his dancing moves.
 - (C) He doesn't practices his dancing moves.
 - (D) He don't practice his dancing moves.
2.
 - (A) He could never learn to swinging a cricket ball.
 - (B) He could never learn to swing a cricket ball.
 - (C) He could never learn how to swing a cricket ball.
 - (D) He could never learn how to swinging a cricket ball.
3.
 - (A) I have received your letter last night.
 - (B) I had received your letter last night.
 - (C) I received your letter last night.
 - (D) I received your latter last night.

4.
 - (A) He already suggested a nice solution.
 - (B) He had already suggested a nice solution.
 - (C) He had already suggested nice solution.
 - (D) He suggeste4d a nice solution already.
5.
 - (A) He takes his piano lesson at present.
 - (B) He took his piano lesson at present.
 - (C) He is taking his piano lesson at present.
 - (D) He was taking his piano lesson at present.
6.
 - (A) I couldn't help crying hearing his sad story.
 - (B) I couldn't help cry hearing his sad story.
 - (C) I couldn't help to cry hearing his sad story.
 - (D) I couldn't help crying to hear his sad story.
7.
 - (A) Jaffar told me that he bought a new mobile.
 - (B) Jaffar told me that he has bought a new mobile.
 - (C) Jaffar told me that he had bought a new mobile.
 - (D) Jaffar told me that he had bought new mobile.
8.
 - (A) If she comes in time, I will surely entertain her.
 - (B) If she will come in time, I will surely entertain her.
 - (C) If she comes in time, I would surely entertain her.
 - (D) If she comes in time, I entertain her.
9.
 - (A) If I visited that small town, I would have seen my grandparents.
 - (B) If I visited that small town, I would seen my grandparents.
 - (C) If I visited that small town, I would see my grandparents.
 - (D) If I had visited that small town, I would see my grandparents.
10.
 - (A) If you had nipped the evil in the bud, it would not go out of hand.
 - (B) If you nipped the evil in the bud, it would not have gone out hand.
 - (C) If you had nipped the evil in the bud, it would not gone out of hand.
 - (D) If you had nipped the evil in the bud, it would not have gone out of hand.

Answers:

1	A	6	A
2	B	7	C
3	C	8	A
4	B	9	C
5	C	10	D

1.
 - (A) The train left the station before I could reach there.
 - (B) The train had left the station before I could reach there.
 - (C) The train had left the station before I can reach there.
 - (D) The train left the station before I can reach there.
2.
 - (A) They will have taken meal before Umar got there.
 - (B) They will have taken meal before Umar get there.
 - (C) They will have taken meal before Umar gets there.
 - (D) They will take meal before Umar gets there.
3.
 - (A) The chairman had resigned when we contacted him last night.
 - (B) The chairman had resigned when we had contacted him last night.
 - (C) The chairman resigned when we had contacted him last night.
 - (D) The chairman resigned when we contact him last night.
4.
 - (A) Students feel relaxed after giving exams.
 - (B) After giving exams students feel relaxed.
 - (C) Students feel relaxed after taking exams.
 - (D) Students feel relaxed after they took exams.
5.
 - (A) He lied on the bed as he was not feeling well.
 - (B) He laid on the bed as he was not feeling well.
 - (C) He lay on the bed as he was not feeling well.
 - (D) He lain on the bed as he was not feeling well.
6.
 - (A) The Titanic drowned during its maiden voyage.
 - (B) Titanic drowned during its maiden voyage.
 - (C) The Titanic sank during its maiden voyage.
 - (D) Titanic sank during its maiden voyage.
7.
 - (A) Naisr has taken admission to a medical college.
 - (B) Nasir has taken admission in a medical college.
 - (C) Nasir has got admission in a medical college.
 - (D) Nasir has got admission to a medical college.
8.
 - (A) He hanged his wedding picture in his room.
 - (B) He hung his wedding picture in his room.
 - (C) He hunged his wedding picture in his room.
 - (D) He hang his wedding picture in his room.

9. (A) She married her cousin.
 (B) She married with her cousin.
 (C) She married to her cousin.
 (D) She was married her cousin.
10. (A) He has left his office a few minutes before.
 (B) He left his office a few minutes before.
 (C) He has left his office a few minutes ago.
 (D) He left his office a few minutes ago.

Answers:

1	B	6	C
2	C	7	D
3	A	8	B
4	C	9	A
5	C	10	D

41. Water has "overflowed" not "over flown"
 Example: Water has *overflowed*. (Incorrect)
 Water has *overflowed*. (Correct)
42. "Many a" is followed by singular noun and verb.
 Example: *Many a* boys *were* there. (Incorrect)
Many a boy *was* there. (Correct)
43. "A many" is followed by plural noun and Helping Verb
 Example: *A many* boy *was* there. (Incorrect)
A many boys *were* there. (Correct)
44. "Tell" is a transitive verb whereas "say" is an intransitive verb.
 Example: He *told* that he would come. (Incorrect)
 He *told me* that he would come. (Correct)
45. We use singular verb (addition of s/es) and singular H.V.(is, was, has, does) in the sentences beginning with "A, Each Either, Neither, None, Anyone, Someone."
 Example: *A row of trees were* planted in the garden. (Incorrect)
A row of trees was planted in the garden. (Correct)
46. Verb should be used according to the first subject when two subjects are joined by "with, along with, together with, as well as, besides, except, of, like, not"
 Example: The teacher *as well as* the students *are* busy. (Incorrect)
 The teacher *as well as* the students *is* busy. (Correct)
47. Verb should be used according to the second subject when two subjects are joined by "nor, or, but also",
 Example: Neither the teacher *nor* the students *is* busy. (Incorrect)
 Neither the teacher *nor* the students *are* busy. (Correct)

48. Two subject joined by "and" take singular verbs if they show a single unit other wise they are plural.
Example: Time *and* tide *wait* for none. (Incorrect)
Time *and* tide *waits* for none. (Correct)

49. "As if", "As though" and "Would that" are followed by "were" or "had been"
Example: *Would that* it *was* true. (Incorrect)
Would that it *were* true. (Correct)

50. Verbs of senses (see, smell, sound, taste, touch) and certain words like "fast" are not followed by "ly"
Example: These flowers *smell sweetly*. (Incorrect)
These flowers *smell sweet*. (Correct)

EXERCISE 5

1.
 - (A) Many candidate have applied for this post.
 - (B) Many candidates has applied for this post.
 - (C) Many a candidate has applied for this post.
 - (D) Many a candidates have applied for this post.
2.
 - (A) He told that he has written a song.
 - (B) He told me that he has written a song.
 - (C) He told me that he had written a song.
 - (D) He told that he had written a song.
3.
 - (A) Neither of the two brothers were capable of running the business.
 - (B) Neither of the two brothers was capable of running the business.
 - (C) None of the brothers were capable of running the business.
 - (D) None of the two brothers was capable of running the business.
4.
 - (A) Someone have been calling him all the night.
 - (B) Someone has been calling him all the night.
 - (C) Someone were calling him all the night.
 - (D) Someone have called him all the night.
5.
 - (A) The supervisor with his assistants are executing experiment.
 - (B) The supervisor with his assistants is executing experiment.
 - (C) The assistants with their supervisor is executing experiment.
 - (D) The assistants with his supervisor are executing experiment.
6.
 - (A) Not only wealth but also spirituality are his objective.
 - (B) Not only wealth but also spirituality are his objectives.
 - (C) Not only wealth but also spirituality is his objective.
 - (D) Not only wealth but also spirituality is his objectives.

7. (A) Bread and butter is hard to come by these days.
 (B) Bread and butter are hard to come by these days.
 (C) Bread and butter was hard to come by these days.
 (D) Bread and butter were hard to come by these days.
8. (A) He behaves as if he was the boss.
 (B) He behaved as if he is the boss.
 (C) He behaves as if he were the boss.
 (D) He behaves as if he is the boss.
9. (A) The yogurt tastes rancidly.
 (B) The yogurt tasted rancidly.
 (C) The yogurt tastes rancid.
 (D) The yogurt taste rancid.
10. (A) The ship as well as the passengers were lost.
 (B) The passengers as well as the ship was lost.
 (C) The passengers as well as the ship were lost.
 (D) The ship and the passengers was lost.

Answers:

1	C	6	C
2	C	7	A
3	B	8	C
4	B	9	C
5	B	10	C

51. "So" is used before adjectives where as "Such" is used before nouns.
 Example: He was *such* kind *as* to invite me. (Incorrect)
 He was *so* kind *as* to invite me. (Correct)
52. We always use adjective before adverb (enough), "hot enough" nor "enough hot"
 Example: Tea was *enough* hot. (Incorrect)
 Tea was *hot enough*. (Correct)
53. The correct order of adverbs is MPT (Adverbs of Manner, Place and Time)
 Example: He was welcomed *at this station warmly yesterday*. (Incorrect)
 He was welcomed *warmly at this station yesterday* (Correct)
54. After "different, prevent, separate, apart", we always use preposition "from"
 Example: The angle *prevented* the child *to fall*. (Incorrect)
 The angle *prevented* the child *from falling*. (Correct)
55. Question words, if written in the beginning of sentence, are immediately followed by helping verb.
 Example: Why *you laugh* in this way? (Incorrect)
 Why *do you laugh* in this way? (Correct)

56. Question words, if used in the mid of the sentence, are immediately followed by some subject.

Example: She asks *why do you* laugh in this way? (Incorrect)
She asks *why you laugh* in this way. (Correct)

57. Question words, written in the mid of the sentence, are not preceded by any conjunction.

Example: She asks *that why* you laugh in this way? (Incorrect)
She asks *why* you laugh in this way. (Correct)

58. "Neither, Each other, Second degree of adjectives, Between, Both" are used when there is the mention of "two"

Example: *Both* the boys divided the money *among* themselves. (Incorrect)
Both the boys divided the money *between* themselves. (Correct)

59. "None, Anyone, Common, Among, One another, All and 3rd degree of adjective" are used for mention "of 3 or more than three"

Example: *All* the boys divided the money *between* themselves. (Incorrect)
All the boys divided the money *among* themselves. (Correct)

60. Repetition of same subject, preposition, adjective, conjunction, negative, future, past perfect tense, and interrogative is wrong.

Example: I want to know *for* what kind of person you are working *for*. (Incorrect)
I want to know what kind of person you are working *for*. (Correct)

EXERCISE 6

1.

- (A) He has won so victory as has no parallel.
- (B) He has won such victory which has no parallel.
- (C) He has won such a victory as has no parallel.
- (D) He has won so victory that has no parallel.

2.

- (A) I have enough money that I can buy new house.
- (B) I have money enough that I can buy new house.
- (C) I have too much money to buy a new house.
- (D) I have enough money to buy a new house.

3.

- (A) He was enough kind to ignore my first mistake.
- (B) He was kind enough that he ignored my first mistake.
- (C) He was so kind to ignore my first mistake.
- (D) He was kind enough to ignore my first mistake.

4.

- (A) She performed in the concert last night very enthusiastically.
- (B) She performed last night in the concert very enthusiastically.
- (C) She performed very enthusiastically in the concert last night.
- (D) She performed very enthusiastically last night in the concert.

5.

- (A) His ideas are different to his brother.
- (B) His ideas are different from his brother.
- (C) His ideas are different from his brother's.
- (D) His ideas are different than his brother's.

6. (A) When he joined this club?
(B) When did he join this club.
(C) When did he joined this club?
(D) When did he join this club?
7. (A) She asked them why they have stolen her money.
(B) She asked them why have they stolen her money.
(C) She asked them why had they stolen her money.
(D) She asked them why they had stolen her money.
8. (A) The supervisor inquired that if someone will come on Sunday.
(B) The supervisor inquired that if someone would come on Sunday.
(C) The supervisor inquired if someone would come on Sunday.
(D) The supervisor inquired if someone will come on Sunday.
9. (A) Either of the three competitors can win the competition.
(B) Either of the two competitors can win the competition.
(C) Anyone of the two competitors can win the competition.
(D) Anyone of the three competitor can win the competition.
10. (A) Neither of the two rival consented to bury the hatchet.
(B) Neither of the two rivals consented to bury the hatchet.
(C) None of the two rivals consented to bury the hatchet.
(D) None of the three rival consented to bury the hatchet.

Answers:

1	C	6	D
2	D	7	D
3	D	8	C
4	C	9	B
5	C	10	B

61. There are some of the combinations in correct form:
"not only – but also, both – and, too – to, such – as, those – who, no sooner – than, one – one's, every/each – his
Example: *No sooner* did we reach that *when* they left. (Incorrect)
sooner did we reach that *than* they left. (Correct)
62. Sentence beginning with "If, While, when, In spite of and ing form of verb" consist of two clauses and these two clauses are separated by comma.
Example: *Having* stolen the money *the police* searched the thief. (Incorrect)
Having stolen the money, *the thief* was searched by the police.
(Correct)
63. "News" is never "last" but "latest"
Example: What is the *last* news? (Incorrect)
What is the *latest* news? (Correct)
64. Regard, Respect, Treat, Portray, Describe, Define, Depict, are followed by "as"
Example: He is *regarded* the greatest scientist of our country. (Incorrect)
He is *regarded as* the greatest scientist of our country. (Correct).

65. We do not use "no or not" with the expressions like "scarcely/hardly".
 Example: I could *not hardly* believe. (Incorrect)
 I could *hardly* believe. (Correct)
66. "Too much" is negative whereas "much too" is positive
 Example: *Much too* water spoils the plants. (Incorrect)
Too much water spoils the plants. (Correct)
67. We use "return" and not "return back", "Large" and not "Large in size"
 Example: I shall *return back* very soon. (Incorrect)
 I shall *return* very soon. (Correct)
68. "It's" means "it is" and is used to show presence.
 Example: *Its* my book. (Incorrect)
It's my book. (Correct)
69. "Its" means "of" and is used to show possession.
 Example: *It's* paw was injured. (Incorrect)
Its my book. (Correct)
70. "Lest, Forbid, Until, Unless, Denied, Refused", are not followed by "not"
 Example: Wait here *until I do not come* back. (Incorrect)
 Wait here *until I come* back. (Correct)

EXERCISE 7

1.
 - (A) Hardly had we crossed the road then we saw two cars banging into each other.
 - (B) Hardly did we cross the road when we saw two cars banging into one another.
 - (C) Hardly had we crossed the road when we saw two cars banging into each other.
 - (D) Hardly had we cross the road when we saw two cars banging into each other.
2.
 - (A) While doing my homework, my father said me good night.
 - (B) While I was doing my homework, my father said me good night.
 - (C) Doing home work, my father said me good night.
 - (D) While doing my home work. My father said me good night.
3.
 - (A) We respect him as our elder brother.
 - (B) We respect him as our older brother.
 - (C) We respect him for our elder brother.
 - (D) We respect him for our older brother.
4.
 - (A) He always cries wolf so I cannot hardly trust him.
 - (B) He always cries wolf so I can hardly trust him.
 - (C) He always cries wolf so I can trust him.
 - (D) I cannot trust him because he always cries wolf.
5. **His much too dedication made this impossible task possible.**
 - (A) His much too dedication made this impossible task possible.
 - (B) His too much dedication made this impossible task possible.
 - (C) His too many dedication made this impossible task possible.
 - (D) His many too dedication made this impossible task possible.

6. (A) After spending ten years in Europe, he decided to return back to his country.
 (B) After spending ten years in Europe, he decided to return to his country.
 (C) After spending ten year in Europe, he decided to return to his country.
 (D) After spending ten years in Europe, he decided returning his country.
7. (A) Its I who supported him through thick and thin.
 (B) Its me who supported him through thick and thin.
 (C) It's me who supported him through thick and thin.
 (D) It's I who supported him through thick and thin.
8. (A) He politely refused not to attend my birthday.
 (B) He politely denied not to attend my birthday.
 (C) He politely refused to attend my birthday.
 (D) He politely denied to attend my birthday.
9. (A) He is too naïve that he cannot cheat anyone.
 (B) He is naïve enough that he cannot cheat anyone.
 (C) He is too naïve to cheat anyone.
 (D) He is so naïve to cheat anyone.
10. (A) Having dressed myself formally, the chauffer drove me off to my office.
 (B) After I had dressed myself formally, the chauffer drove me off to my office.
 (C) After dressing myself formally, the chauffer drove me off to my office.
 (D) Having dressed myself formally, the chauffer had driven me off to my office.

Answers:

1	C	6	B
2	B	7	D
3	A	8	C
4	B	9	C
5	A	10	B

INTERMEDIATE ENGLISH

Book - I (Chapter 1 - 3) Test-1

SPOT THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

- Q.1 She turned the unit over and saw a folded piece of paper scotch-taped with the bottom of the box.
A) B) C) D)
- Q.2 Mr. Steward's name and telephone number was printed on the card.
A) B) C) D)
- Q.3 I would rather not discussed it anymore, if you don't mind.
A) B) C) D)
- Q.4 I'm saying that they're probably doing it for any research project.
A) B) C) D)
- Q.5 My father pointed by his cane across the deep valley below us.
A) B) C) D)
- Q.6 I wiped the streams of sweat from my face to keep them away stinging my eyes.
A) B) C) D)
- Q.7 My father walked home and told Mom what had the doctor said.
A) B) C) D)
- Q.8 He lived to rise a family of five children.
A) B) C) D)
- Q.9 They fell as yellow rain drops to the ground.
A) B) C) D)
- Q.10 Our hound dogs, Rags and Scout, would make the rabbits circle.
A) B) C) D)
- Q.11 Above the yams was, perhaps, three dozen rows of potatoes.
A) B) C) D)
- Q.12 There was a rim of shadow over the rows of plants loaded by green tomatoes.
A) B) C) D)
- Q.13 A doctor said me to go home and be with my family as long as I could.
A) B) C) D)
- Q.14 The children with their yellow hairs hollered at the deep dome of Martian sky.
A) B) C) D)
- Q.15 He picked up the luggages in his cold hands.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

- Q.16 A) The package was lying on the front door.
B) The package was lying by the front door.
C) The package was lying at the front door.
D) The package was lying in the front door.
- Q.17 A) Norma picked it up, unlocked the door, and goes into the apartment.
B) Norma picked it up, unlocked the door, and went into the apartment.
C) Norma picks it up, unlocked the door and went into the apartment.
D) Norma picked it up, unlocks the door, and went into the apartment.

- 108 A) After she had put the lamb chops in the broiler, she sat down to open the package.
 B) After she has put the lamb chops in the broiler, she sat down to open the package.
 C) After she put the lamb chops in the broiler, she sat down to open the package.
 D) After she had put the lamb chops in the broiler, she will sit down to open the package.
- 109 A) A few moments later, she went back into the kitchen to make the salad.
 B) Few moments later, she went back into the kitchen to make the salad.
 C) A few moments latter, she went back into the kitchen to make the salad.
 D) A little moments later, she went back into the kitchen to make the salad.
- 110 A) If you push the button, somewhere in the world someone you don't know will die.
 B) If you push the button, somewhere in the world someone you don't know would die.
 C) If you pushed the button, somewhere in the world someone you don't know will die.
 D) If you push the button then somewhere in the world someone you dont know will die.
- 111 A) They found a flimsy rocket frame rusting in an empty shop.
 B) They founded a flimsy rocket frame rusting in an empty shop.
 C) They found a flimsy rocket frame rust in an empty shop.
 D) They found a flimsy rocket frame rusting in empty shop.
- 112 A) Sae took the card halves from her purse again and joined the edges together.
 B) She took the card halves from her purse again and joined the edges together.
 C) She took the card halves of her purse again and joined the edges together.
 D) She took the card halves from her purse again and joined the edges.
- 113 A) If I tried to make a living her, I would end up with my family.
 B) If I try to make a living here, I would end up with my family.
 C) If I had tried to make a living here, I would end up with my family.
 D) If I tried to make a living here, I will end up with my family.
- 114 A) It took me thirty years to improve these old worn-out acres to make them do this.
 B) It took me thirty years to improve these old worn-out acres to make them to do this.
 C) It took me thirty years to improve these old worn-out acres make them do this.
 D) It took me thirty years to improve these old worn-out acres to make them did this.
- 115 A) The morning wind just at the break of day in August was so good to breathe.
 B) The morning wind just at the break of day in August was too good to breathe.
 C) The morning wind just at the brake of day in August was as good to breathe.
 D) The morning wind just at the break of day in August was so good to breath.
- 116 A) You won't understand until you reach three score and ten.
 B) You won't understand until you don't reach three score and ten.
 C) You won't understand until you reach three scores and ten.
 D) You won't understand until you reached three score and ten.
- 117 A) The man felt his hair flutter and the tissues of his body draw tight.
 B) The man feel his hair flutter and the tissues of his body draw tight.
 C) The man felt his hair fluttered and the tissues of his body drew tight.
 D) The man felt his hair flutter and the tissues of his body drew tight.

Q.28

- A) Rubber tires upon which children had swung in back yards hung suspended.
- B) Rubber tires upon which children had swang in back yards hung suspended.
- C) Rubber tires upon which children swung in back yards hanged suspended.
- D) Rubber tires upon which children swung in back yards hung suspending.

Q.29

- A) She had just turned over the supper steaks when the telephone had rung.
- B) She just turned over the supper steaks when the telephone rang.
- C) She had just turned over the supper steaks when the telephone rang.
- D) She had just turned over the supper steaks, when the telephone rang.

Q.30

- A) Stumbled into the living room, she picked up the receiver.
- B) Stumbling into the living room, she picked up the receiver.
- C) Stumbling in the living room, she picked up the receiver.
- D) Stumbling into the living room she picked up the receiver.

Q.

Q.

Q.3

Q.4

Q.5

Q.6

Q.7

Q.8

Q.9

Q.10

Q.11

Q.12

Q.13

Q.14

Q.15

INTERMEDIATE ENGLISH

Book - 1 (Chapter 4 - 6) Test-2

THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

1. The boy's weight and the weight of the purse combined caused him lose his balance.
A) B) C) D)
2. She reached down, picked the boy up by his shirt front, and shaked him until his teeth rattled.
A) B) C) D)
3. She bend down enough to permit him to stoop and pick up her purse.
A) B) C) D)
4. Some people passed, stop, turned to look, and some stood watching.
A) B) C) D)
5. He looked as if he was fourteen or fifteen.
A) B) C) D)
6. And next time, never do the mistake of latching onto my pocketbook nor anybody else's.
A) B) C) D)
7. In the end of market day, the rich people with vehicles of all kinds, carts, Wagons dump carts gathered at a great big hall for a great meal.
A) B) C) D)
8. Our talk at the Club one day was in opportunity and determination.
A) B) C) D)
9. His white hairs and the red uniform of the Court acrobat showed each other off to perfection
A) B) C) D)
10. Once he raised a hand to touch the lowest of the swings that were hanged from the ceiling.
A) B) C) D)
11. I came to that country and they were wonderful friendly, and they let me see the great ceremony.
A) B) C) D)
12. He had only to stick for few more days to that wild idea of his.
A) B) C) D)
13. When the question arose of choosing an athlete to fill the newly-made post, who could they choose.
A) B) C) D)
14. The principle officers were standing beside and behind them.
A) B) C) D)
15. Once he raised a hand to touch the lowest of the swing.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

- Q.16
 A) Sweat popped out on the boy's face and he began to struggle.
 B) Sweet popped out on the boy's face and he began to struggle.
 C) Sweat popped off on the boy's face and he began to struggle.
 D) Sweat popped up on the boy's face and he began to struggle.
- Q.17
 A) Mrs. Jones stopped, jerked him around in front of her, and put a half nelson about his neck.
 B) Mrs. Jones stopped, jerked him around in front of her, and puts a half nelson about his neck.
 C) Mrs. Jones stopped, jerks him around in front of her, and put a half nelson about his neck.
 D) Mrs. Jones stops, jerked him around in front of her, and put a half nelson about his neck.
- Q.18
 A) The boy could hear other roomers laughing and talking in the large house.
 B) The boy could hear other roomers laugh and talking in the large house.
 C) The boy could hear other roomers laughing and talk in the large house.
 D) The boy could hear other roomers laughed and talked in the large house.
- Q.19
 A) Let the water run until it gets warm.
 B) Let the water to run until it gets warm.
 C) Let the water run until it does not get warm.
 D) Let the water run until it gets worm.
- Q.20
 A) The woman did not ask the boy something about where he lived.
 B) The woman did not asked the boy something about where he lived.
 C) The woman did not ask the boy something about where did he live?
 D) The woman did not ask the boy something about where had he lived?
- Q.21
 A) After leaving the Mayor's office, people surrounded and questioned him with serious curiosity. Nobody believed his story of the string.
 B) As he left the Mayor's office, people surrounded and questioned him with serious curiosity. Nobody believed his story of the string.
 C) As he left the Mayor's office, they surrounded and questioned him with serious curiosity. Nobody believed his story of the string.
 D) As he left the Mayor's office, people surrounded and questioned him in serious curiosity. Nobody believed of his story of the string.
- Q.22
 A) People started to tell the story of the string to amuse them.
 B) People started to tell the story of string to amuse themselves.
 C) People started to tell the story of the string to amuse themselves.
 D) People started to say the story of the string to amuse themselves.
- Q.23
 A) Our talk at the Club one day was of opportunity with determination.
 B) Our talk at the Club one day was about opportunity and determination.
 C) Our talk at the Club one day were of opportunity and determination.
 D) Our talk at the Club one day was of opportunity and determination.

- 2) A) If a man was determined to get anything, and stick to it long enough, he got it, said Jorkens.
 B) If a man was determined to get anything, and stuck to it long enough, he got it, said Jorkens.
 C) If a man was determined to get anything, and stuck to it long enough, he got it, said Jorkens.
 D) If a man was determined to get anything, and stuck to it long enough, he got it, said Jorkens.
- 3) A) Life is like a race.' Jorkens went on, 'in which they tire after a while and sit down, or get interested in something else instead.
 B) Life is like a race.' Jorkens went on, 'in which they tire after a while and sit down, or get interested in something etc. instead.
 C) Life is like a race.' Jorkens go on, 'in which they tire after a while and sit down, or get interested in something else instead.
 D) Life is like a race.' Jorkens went on, 'in which they tire after a while and sit down, and get interested in something else instead.
- 4) A) But, whatever, his motive was, he hit on a most extraordinary ambition, and stuck to it.
 B) But, whatever his motive was, he hit on a most extraordinary ambition, and stuck to it.
 C) But whatever his motive was, he hit on a most extraordinary ambition, and stuck to it.
 D) But, whatever his motive was, he hitt on a most extraordinary ambition, and stuck to it.
- 5) A) But, whatever his motive was, he hit on a most extraordinary ambition, and stuck to it. It was nothing less than to be appointed Court acrobat.
 B) But, whatever his motive was, he hit on a most extraordinary ambition, and stuck to it. It was nothing less then to be appointed Court acrobat.
 C) But, whatever his motive was, he hit on the most extraordinary ambition, and stuck to it. It was nothing less than to be appointed Court acrobat.
 D) But, whatever his motive was, he hit on a most extraordinary ambition, and stuck to it. it was nothing less than to be appointed Court acrobat.
- 6) A) They had not post of Court acrobat, and never had had. But that didn't stop young Gorgios.
 B) They had no post of Court acrobat, and never had had. But that didn't stop young Gorgios.
 C) They had no post of Court acrobat, and not had had. But that didn't stop young Gorgios.
 D) They had no post of Court acrobat, and never had have. But that didn't stop young Gorgios.

Q.29

- A) Of course, he makes speeches, and fine ones, on many other subjects; but all the while he stuck to his one idea.
- B) Of course, he made speeches, and fine ones, on many other subjects; but all the while he stuck to his one idea.
- C) Of course, He made speeches, and fine ones, on many other subjects; but all the while he stuck to his one idea.
- D) Of course, he made speeches, and fine one, on many other subjects; but all the while he stuck to his one idea.

Q.30

- A) Lights glittered, band in pale green and gold played softly, and it was indeed a splendid scene.
- B) Lights glittered, a band in pale green and gold played softly, and it was indeed a splendid scenes.
- C) Lights glittered, a band in pale green and gold played softly, and it was indeed a splendid scene.
- D) Lights glittered, a band in pale green and gold played softly, and it was indeed a splendid scene.

TEST

SPOT

Q.1

Q.2

Q.3

Q.4

Q.5

Q.6

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Q.11

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Q.176

Q.177

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Q.262

Q.263

Q.264

Q.265

Q.266

Q.267

Q.268

Q.269

Q.270

Q.271

Q.272

INTERMEDIATE ENGLISH

Book - I (Chapter 7 - 9) Test-3

THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

The child was fully dressed and sitting in her father's lap near the kitchen table.

A) B) C) D)

As often, in such cases, they weren't telling me more then they had to.

A) B) C) D)

I am here to look at her throat on the chance that she might have diphtheria and

A) B)

possibly die from it.

C) D)

You are enough old to understand what I am saying.

A) B) C) D)

Her breaths, however, were coming fast and faster.

A) B) C) D)

I had to take a throat culture for her own protection.

A) B) C) D)

I could have orn the child apart in my own fury and enjoy it.

A) B) C) D)

He speaks with all nations and is perpetually modern.

A) B) C) D)

The slave had never been at sea, and never experienced some calamity.

A) B) C) D)

The more the disease was cured; the more it became painful.

A) B) C) D)

It is better for me to die than shed the blood of an innocent boy.

A) B) C) D)

When the villagers saw that he had finished his task and buried the victim of his

A) B)

mistaken treatment, they beat him well and let him to go.

C) D)

He then struck the quack a similar blow, which fell him to the earth like a log.

A) B) C) D)

Instantly the melon broke in the throat of the camel, and it was then easily swollen.

A) B) C) D)

It happened that one of the animals entered a melon-field, and that melon stuck in

A) B)

its throat.

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

- A) She did not move and seemed, inwardly, quite
B) She did not move and seemed, inwardly, quiet.
C) She did not move and seem, inwardly, quiet.
D) She did not move and seemed, inward, quiet.

Q.17

- A) The girl looked strong as a heifer in appearance.
- B) The girl looked so strong as a heifer in appearance.
- C) The girl looked as strong as a heifer in appearance.
- D) The girl looked as strongly as a heifer in appearance.

Q.18

- A) We thought you had better looked her over and told us what the matter is.
- B) We thought you had better look her over and tell us what is the matter.
- C) We thought you had better look her over and tell us what the matter is.
- D) We thought you had better look her over and tell us what is the matter?

Q.19

- A) Like doctors often do, I took a trial shot at it as a point of departure.
- B) As doctors often do, I took a trial shot at it as a point of departure.
- C) As doctors often do, I took a trial shot for it as a point of departure.
- D) As doctors often do, I made a trial shot at it as a point of departure.

Q.20

- A) She knocked my glasses flying and it fell, though unbroken, several feet away from me on the kitchen floor.
- B) She knocked my glasses flew and they fell, though unbroken, several feet away from me on the kitchen floor.
- C) She knocked my glasses flying and they fell, though unbroken, several feet away from me on the kitchen floor.
- D) She knocked my glasses flying and it fell, though unbroken, several feet away from me on the kitchen floor.

Q.21

- A) But I have seen, at least, two children laying dead in bed of neglect in such cases.
- B) But I have seen, at least, two children lying dead in bed from neglect in such cases.
- C) But I have seen, at least, two children laying dead in bed from neglect in such cases.
- D) But I have seen, at least, two children lying dead in bed of neglect in such cases.

Q.22

- A) She had been hiding that soar throat for three days at least and lying to her parents in order to escape just such an outcome as this.
- B) She was hiding that sore throat for three days at least and lying to her parents in order to escape just such an outcome as this.
- C) She had been hiding that sore throat for three days at least and lying to her parents in order to escape just such an outcome as this.
- D) She had been hiding that sore throat for three days at least and lying to her parents in order to escape just so an outcome as this.

Q.23

- A) He thought of the Gulistan as one of the bibles of the world for he found in it the universality of moral law.
- B) He thought of the Gulistan as one of the bibles of the world, for he found in it the universality of moral law.
- C) He thought of the Gulistan one of the bibles of the world, for he found in it the universality of moral law.
- D) He thought of the Gulistan as one of the bible of the world, for he found in it the universality of moral law.

TESTS
Q.24
Q.25
Q.26
Q.27
Q.28
Q.29
Q.30
KIPS ENTRY

- 2 A) The others tried to pacify him with kindness and affection but he didn't hear anybody.
B) The others tried to pacify him by kindness and affection, but he didn't hear anybody.
C) The others tried to pacify him by kindness and affection, but he didn't hear nobody.
D) The others tried to pacify him by kindness and affection but he didn't listen anybody.

- 3 A) The boy brought it and presented it to the king who had asked whether he had paid for it.
B) The boy brought it and presented it before the king who asked whether he had paid for it.
C) The boy brought it and presented it to the king who asked whether he had paid for it.
D) The boy brought it and presented it to the king who asked had he paid for it?

- 4 A) If the king eats one apple from the garden of a subject, his slaves would pull down the whole tree.
B) If the king eats one apple from the garden of a subject, his slaves pull down the whole tree.
C) If the king eats one apple from the garden of a subject, his slaves will pull down whole the tree.
D) If the king eats one apple from the garden of a subject, his slaves will pull down the whole tree.

- 5 A) The king thinks he will recover his health only through mine slaying, and I see no other refuge besides God Almighty.
B) The king thinks he will recover his health only through my slaying, and I see no other refuge besides God Almighty.
C) The king thinks he will recover his health only through my slaying and I see no other refuge beside God Almighty.
D) The king thinks he will recover his health only through me slaying and I see no other refuge besides God Almighty.

- 6 A) Some travellers stayed to rest under a clump of trees, and, losing their camels, set them to graze.
B) Some travellers stayed to rest in a clump of trees, and, loosening their camels, set them to graze.
C) Some travellers stayed to rest under a clump of trees, and, loosening their camels, set them graze.
D) Some travellers stayed to rest under a clump of trees, and, loosening their camels, set them graze.

- 7 A) She was a very old woman, who must have died shortly in any case.
B) She was a very old woman, who must have died in short in any case.
C) She was a very old woman, who must have died shortly in some case.
D) She was a very old woman, who will have died shortly in any case.

- 8 A) Never, never again I shall set myself up for a doctor.
B) Never, never again shall I set myself up as a doctor.
C) Never, never again I shall set myself up as a doctor.
D) Never, never again shall I set myself up for a doctor.

INTERMEDIATE ENGLISH

Book - I (Chapter 10 - 12) Test-4

SPOT THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

- Q.1 Out ran Margaret to join them, looking the hills.
A) B) C) D)
- Q.2 The farm was ringing at the clamour of the gong.
A) B) C) D)
- Q.3 Margaret was wondering what could she do to help.
A) B) C) D)
- Q.4 A tree down the slope leaned over and settled heavily on the ground.
A) B) C) D)
- Q.5 But they hoped it would rain very soon, to spring some new grass, because the cattle will die otherwise.
A) B) C) D)
- Q.6 Locusts were going to be like bad weather, from now on, always eminent.
A) B) C) D)
- Q.7 It is a dream deep rooted in the American dream.
A) B) C) D)
- Q.8 I say to you today, my friends, that despite of the difficulties and frustrations of the moment I still have a dream.
A) B) C) D)
- Q.9 The governor's lips are presently dripping in the words of interposition and nullification.
A) B) C) D)
- Q.10 There was nothing to do but falling on the bed and cry.
A) B) C) D)
- Q.11 It almost made itself into a dress to her.
A) B) C) D)
- Q.12 As soon as she had seen it, she knew that Jim must have it.
A) B) C) D)
- Q.13 With that chain on his watch, Jim could look at his watch and learn the time anywhere he may be.
A) B) C) D)
- Q.14 She hurried to home with the chain and eighty-seven cents.
A) B) C) D)
- Q.15 He seemed to labour to understand what happened.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

Your task
is to make that
segment in

116 A) The cookboy ran to beat the old ploughshare hanging by a tree branch, which was used to summon labourers at moments of crisis.
B) The cookboy ran to beat the old ploughshare hanging from a tree branch, which was used to summon labourers at moments of crisis.

C) The cookboy ran to beat the old ploughshare hanging from a tree branch, which was used to summoning labourers at moments of crisis.

D) The cookboy ran to beat the old ploughshare hanging from a tree branch, who was used to summon labourers at moments of crisis.

117 A) They could see the labourers coming pouring out of the compound, pointing at the hills and shouting excitedly.

B) They could see the labourers come pouring out of the compound, pointing the hills and shouting excitedly.

C) They could see the labourers come pouring out of the compound, pointing at the hills and shouted excitedly.

D) They could see the labourers come pouring out of the compound, pointing at the hills and shouting excitedly.

118 A) Behind the reddish vales in front, which were the advance guards of the swarm, the main swarm showed in dense black cloud.

B) Behind the reddish walls in front, which were the advance guards of the swarm, the main swarm showed in dense black cloud.

C) Behind the reddish veils in front, which were the advance guards of the swarm, the main swarm showed in dense black cloud.

D) Behind the reddish vials in before, which were the advance guards of the swarm, the main swarm showed in dense black cloud.

119 A) Through the hail of insects, a man came running.

B) Through the hale of insects, a man came running.

C) Through the hail of insect, a man came running.

120 D) Through the hail of insects, man came running.

A) They are heavy with eggs. They are looking for a place to settle and lie.

B) They are heavy with eggs. They are looking for a place to settle and laid.

C) They are heavy in eggs. They are looking for a place to settle and lay.

121 D) They are heavy with eggs. They are looking for a place to settle and lay.

A) If they get a chance to lie their eggs, we are going to have everything to eat flat with hoppers later on.

B) If they get a chance to lay their eggs, we are going to have everything eaten flat with hoppers later on.

C) If they get a chance to lay their eggs, we are going to make everything eaten flat with hoppers later on.

D) If they get a chance to lay their eggs, we are going to have everything eaten flatly with hoppers later on.

Q.22

- A) As for Margaret, she was trying to get used by the idea of three or four years of locusts.
- B) As for Margaret, she was trying to get used to the idea of three or four year of locusts.
- C) As for Margaret, she was trying to get used to the idea of three or four years of locusts.
- D) As for Margaret, she was trying to get used of the idea of three or four years of locusts.

Q.23

- A) I am not unmindful that some of you has come here out of great trials and tribulations.
- B) I am not unmindful that some of you have come here out of great trials and tribulations.
- C) I am not unmindful that some of you have came here out of great trials and tribulations.
- D) I am not unmindful that some of you have come here out of great trials and tribulation.

Q.24

- A) With this faith we will be able to transform the jangling discords of our nation to a beautiful symphony of brotherhood.
- B) With this faith we will be able to transform the jang, ng discords of our nation into a beautiful symphony of brotherhood.
- C) With this faith we will be able to transform the jangling discords of our nation with a beautiful symphony of brotherhood.
- D) With this faith we will be able to transform the jangling discords of our nation for a beautiful symphony of brotherhood.

Q.25

- A) If a queen had lived in the rooms near theirs, Della would have washed and dried her hair where the queen could see it.
- B) If a queen had lived in the rooms near their, Della would have washed and dried her hair where the queen could see it.
- C) If a queen had lived in the rooms near theirs, Della had washed and dried her hair where the queen could see it.
- D) If a queen would have lived in the rooms near theirs, Della had washed and dried her hair where the queen could see it.

Q.26

- A) There was no other as it in any of the shops, and she had looked in every shop in the city.
- B) There was no other like it in any of the shops, and she had looked in every shop in the city.
- C) There was no other like it in any of the shop, and she had looked in every shop in the city.
- D) There was no other like it in any of the shops, and she had looked at in every shop in the city.

Q.27

- A) When Della arrived home, her mind quietened little.
- B) When Della arrived home, her mind quieted a little.
- C) When Della arrived home, her mind quietened a little.
- D) When Della arrived in home, her mind quietened a little.

Q.28

- A) He was as quiet as a hunting dog when it is near a bird.
- B) He was as quiet as a hunting dog when it was near a bird.
- C) He was as quite as a hunting dog when it is near a bird.
- D) He was quiet as a hunting dog when it is near a bird.

Q.29

- A) May be the hairs of my head could be counted, but no one could ever count my regard for you.
- B) Maybe the hair of my head could be counted, but no one could ever count; my regard for you.
- C) Maybe the hairs of my head could be counted, but no one could ever count; my regard for you.
- D) May be the hairs of my head could be counted, but no one could ever count; my regard for you.

Q.30

- A) She knew that they cost too much for her to buy them.
- B) She knew that they costed too much for her to buy them.
- C) She had known they cost too much to her to buy them.
- D) She had known they costed too much to her to buy them.

INTERMEDIATE ENGLISH

Book - I (Chapter 13 - 15) Test-5

SPOT THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

- Q.1 Before his marriage, Maulvi Abul Barkat, alias Abul, used to living in comfort, even pomp.
 A) B) C) D)
- Q.2 He always carried a walking stick, a sort of scepter with decorative bands of the brass and gilt.
 A) B) C) D)
- Q.3 Its sweet pungent smell lingered in the village lanes whenever he walk in between them.
 A) B) C) D)
- Q.4 I didn't charge more for yours sake.
 A) B) C) D)
- Q.5 Had it been someone else, I could easily wangle ten rupees.
 A) B) C) D)
- Q.6 Besides bread to fill their bellies, they also needed cloth to cover their bodies.
 A) B) C) D)
- Q.7 Whenever these clothes came, a tailoring shop would sprang up in Maulvi Abul's house.
 A) B) C) D)
- Q.8 There were some who he found suitable. But the trouble was that everyone in the community knew Maulvi Abul well.
 A) B) C) D)
- Q.9 One of his hand was slipped into a pocket of his overcoat.
 A) B) C) D)
- Q.10 The sharp icy gusts of wind struck as steel.
 A) B) C) D)
- Q.11 He looked such dandy that tonga-wallas on catching sight of him, whipped up their horses.
 A) B) C) D)
- Q.12 Those that could not afford the pleasures inside, were content to gaze at the coloured lights.
 A) B) C) D)
- Q.13 And so people converged on the Mall where they amused among the variety of hotels.
 A) B) C) D)
- Q.14 He said that he remembered me doing so.
 A) B) C) D)
- Q.15 It was ten shillings all together.
 A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

- Q16
- A) If he ever receive some extra money, this bonus would usually be locked up in a tin box.
 - B) If he ever received some extra money, this bonus would usually have locked up in a tin box.
 - C) If he ever received any extra money, this bonus would usually be locked up in a tin box.
 - D) If he ever received some extra money, this bonus would usually be locked up in a tin box.

- Q17
- A) No sooner she opened it, her eyes suddenly became bright with unshed tears.
 - B) As soon as she opened it than her eyes suddenly became bright with unshed tears.
 - C) No sooner did she open it, her eyes suddenly became bright with unshed tears.
 - D) No sooner did she open it than her eyes suddenly became bright with unshed tears.

- Q18
- A) First to be removed was the white silk scarf
 - B) A first to be removed were the white silk scarf
 - C) The first to be removed was the white silk scarf
 - D) The first be removed was the white silk scarf

- Q19
- A) A few yards farther on, a large Persian carpet, which was hanging outside a shop attracted his attention.
 - B) Few yards further on, a large Persian carpet, which was hanged outside a shop attracted his attention.
 - C) A few yards further on, a large Persian carpet, which was hung outside a shop attracted his attention.
 - D) A few yards further on, a large Persian carpet, which was hanging outside a shop attracted his attention.

- Q20
- A) Some fruit vendors having sell their fruit were also standing around with their empty baskets.
 - B) Some fruit vendors having sold their fruit were also standing in with their vacant baskets.
 - C) Some fruit vendors having sold their fruit were also standing around with their empty baskets.
 - D) Some fruit vendors having selling their fruit were also stood around with their empty baskets.

- Q21
- A) The following were few things which were found in the various pockets of his overcoat:
 - B) The following were the few things which were found in the various pockets of his overcoat, overcoat:
 - C) The following were a few things which were found in the various pockets of his overcoat:
 - D) The following were the few things which were found in the various pocket of his overcoat:

- Q22
- A) Hardly he had reached halfway across the road when a truck full of bricks came from behind like a gust of wind.
 - B) Hardly he reached halfway across the road a truck full of bricks came from behind like a gust of wind.
 - C) Hardly had he reached halfway across the road than a truck full of bricks came from behind like a gust of wind.
 - D) Hardly had he reached halfway across the road when a truck full of bricks came from behind like a gust of wind.

Q.23

- A) Meanwhile a young couple who had been walked behind him passed by and; went ahead of him.
- B) Meanwhile a young couples who had been walking behind him passed by and ; went ahead of him.
- C) Meanwhile a young couple who had been walking behind him passed by and ; went ahead of him.
- D) Meanwhile a young couple who had been walking around him passed by and , went ahead of him.

Q.24

- A) He had been roaming about since quite a long time, but his spirits are still high.
- B) He had been roaming about for quite a long time, but his spirit were still high.
- C) He had been roaming around for quite a long time but his spirits are still high.
- D) He had been roaming about for quite a long time, but his spirits were still high.

Q.25

- A) On a long table, attractively displayed, were the latest hit songs.
- B) On a long table, attractively displayed, were the last hit songs.
- C) On long table, attractively displayed, were the latest hit songs.
- D) On a long table attractively displayed, were the latest hit songs.

Q.26

- A) The wonder to me is that how you get through it all.
- B) The wonder to me is how you get through it all?
- C) The wonder to me is how do you get through it all?
- D) The wonder to me is how you get through it all.

Q.27

- A) I did not really doubt his care and conscientiousness, but it is always pleasant to chat about one's self.
- B) I did not really doubt his care and conscientiousness, so it is always pleasant to chat about one's self.
- C) I did not really doubt his care and conscientiousness, for it is always pleasant to chat about one's self.
- D) I did not really doubt his care and conscientiousness, it is always pleasant to chat about one's self.

Q.28

- A) I seemed to have done a good many noble deed.
- B) I seemed to have done a good many noble deeds.
- C) I seemed to had done a good many noble deeds.
- D) I seemed to have done good many noble deeds.

Q.29

- A) The Angel appears to have been made a slight mistake.
- B) The Angel appears to had made a slight mistake.
- C) The Angel appears to have made a slight mistake.
- D) The Angel appears to have been making a slight mistake.

Q.30

- A) He replied that he had been present at the performance, and made his own report.
- B) He replied that he had been present at the performance, and had made his own report.
- C) He replied that he was present at the performance, and had made his own report.
- D) He replied that he was present at the performance, and made his own report.

INTERMEDIATE ENGLISH

Book - II (Chapter 1 - 3) Test-1

THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

1. Some stars are too hot to life to exist on them.
A) B) C) D)
2. Although we cannot speak with any certainty, but it seems most likely that the human race came into existence in some such way as this.
A) B) C) D)
3. Although there is yet need for improvement, we are now generally less fearful than our fathers and grandfathers were.
A) B) C) D)
4. This lesson should help you to understand how the use of scientific method has improved living conditions.
A) B) C) D)
5. Today a person can expect living to be almost seventy years old.
A) B) C) D)
6. Animals wandered through the streets, feeding upon the garbages.
A) B) C) D)
7. Sewages from all sections of a city is carried through sealed pipes to disposal plants.
A) B) C) D)
8. Water was, therefore used very sparingly for bathing and cleaning purposes.
A) B) C) D)
9. Los Angeles has solved the problem by bringing water in the city from the Colorado River, 544 kilometers away.
A) B) C) D)
10. This is a remarkable advance than the bucket system of supplying homes with water.
A) B) C) D)
11. The removal of water from such foods like milk has proved a practical method of preservation.
A) B) C) D)
12. A common cause of failure is a mistaken ambition for the boy for the part of his parents.
A) B) C) D)
13. Also, be it said, the parent who I have offended usually comes around after a term of years.
A) B) C) D)
14. The question of health, both physical as well as mental, is always one of the reasons for failure.
A) B) C) D)
15. A fewer parents take the position that the boy should earn his way through college for the good of his soul.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

Q.16

- A) Not only our ways of living have changed, but people themselves have also been changed.
- B) Not only have our ways of living changed, but people themselves have been changed.
- C) Not only have our ways of living changed, but people themselves have also changed.
- D) Not only have our ways of living changed, but people themselves have also been changed.

Q.17

- A) We are more critical in our thinking than our ancestors.
- B) We are much critical in our thinking than ours ancestors.
- C) We are more critically in our thinking than our ancestors.
- D) We are more critical in our thinkings from our ancestors.

Q.18

- A) It is unbelievable that so conditions could have existed so short a time ago.
- B) It is unbelievable that such conditions could have existed so short a times ago.
- C) It is unbelievable that such conditions could have existed such short a time ago.
- D) It is unbelievable that such conditions could have existed so short a time ago.

Q.19

- A) Today a person can except live to be all most seventy years old.
- B) Today a person can expect living to almost seventy years old.
- C) Today a persons can expect to live to be aimost seventy year old.
- D) Today a person can expect to live to be almost seventy years old.

Q.20

- A) It is against the law to throw garbage in the streets.
- B) It is against the law for throw garbage in the streets.
- C) It is against the law to throw garbage on the streets.
- D) It is against the law to throw garbages into the streets.

Q.21

- A) Through the use of science, we have learned that it is healthful to eat many kinds of food.
- B) Through the use of science, it has been learnt that it is healthful to eat many kinds of food.
- C) About the use of science, we have learned that it is healthful to eat many kinds of food.
- D) Through the use of science, we have learned that it is healthy to eat many kinds of food.

Q.22

- A) Many a boys attempt seriously to make good.
- B) Many boys attempt serious to make good.
- C) Many boys attempt seriously to make good.
- D) Many boys attempt seriously to better good.

Q.23

- A) But reason cannot be control all of these matters.
- B) But reason cannot controlled all of these matters.
- C) But reason cannot control all of these matter.
- D) But reason cannot control all of these matters.

Q.24

- A) Such nervous habits are not easy to uproot.
- B) Such nervousing habits are not easy to uproot.
- C) Such nervous habits have not easy to uproot.
- D) Such nervous habits are not easy to uprooted.

- Q.25
- A) Others can not see the difficulty, but the boy must take himself by the collar.
 - B) Others can see the difficulty, but the boy must take himself by the collar.
 - C) Others can see the difficulty, but the boy must take himself by the collar.
 - D) Others can see the difficulty, but also the boy must take himself by the collar.
- Q.26
- A) I am certain that the good Lord never intended their son to be a physician.
 - B) I am certain that the good Lord never intend their son to be a physician.
 - C) I am certain that the good lord never intended their son to be a physician.
 - D) I am certainly that the good Lord never intended their son to be a physician.
- Q.27
- A) As general thing, the boy wins out in such controversies. And he should.
 - B) As a general thing, the boy may wins out in such controversies. And he should.
 - C) As a general thing, the boy wins out in such controversies. And he should.
 - D) As a general thing, the boy wins out in such controversies. And he should be.
- Q.28
- A) Another type of boy who does not try is the very bright boy.
 - B) Another type of boys who does not try is the very bright boy.
 - C) Another type of boy who do not try is the very bright boy.
 - D) Another type of boy who does not try the very bright boy.
- Q.29
- A) No one can do this but only the boy himself.
 - B) No one can not do this but the boy himself.
 - C) Anyone can do this but the boy himself.
 - D) No one can do this but the boy himself.
- Q.30
- A) All that the rest of we can do is to point out what is the matter.
 - B) All that the rest of us can not do is to point out what is the matter.
 - C) All that the rest of us can do is to point out what is the matter.
 - D) All that the rest of us can do, to point out what is the matter.

INTERMEDIATE ENGLISH

Book - II (Chapter 4 - 6) Test-2

SPOT THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

- Q.1 I believe a school teacher wrote a book some years before with title "Friday Thank God."
A) B) C) D)
- Q.2 Once a term we had the annual mid-term holiday, a Monday off, which made a luxuriously long weak-end.
C) D) A) B)
- Q.3 It says in the paper that over two millions volumes have been presented to the troops by the public.
A) B) C) D)
- Q.4 I leaned against the parapet and I looked down into the faintly luminous swirls of the river.
A) B) C) D)
- Q.5 These were blessed breaks in routine, but not, of course, comparable against the holidays we got at Christmas.
A) B) C) D)
- Q.6 I used to having the feeling that, for all practical purposes, I could look forward to a period of permanent felicity.
A) B) C) D)
- Q.7 All my early childhood, I longed desperately about a tricycle
A) B) C) D)
- Q.8 During our early childhood Lionel, Sylvia and I never had anything to spend for themselves.
A) B) C) D)
- Q.9 I idly turned the leaves, and begin to indolently study diseases.
A) B) C) D)
- Q.10 I began to get interest in my case, and determined to sift it to the bottom.
A) B) C) D)
- Q.11 I could not feel my heart. It had stopped to beat.
A) B) C) D)
- Q.12 The diagnosis seems to correspond exactly to all the sensations that I have ever felt.
A) B) C) D)
- Q.13 I forgot which was the first distemper I plunged in.
A) B) C) D)
- Q.14 I reflected that I had every other known melody in the pharmacology.
A) B) C) D)
- Q.15 How often had I stood outside sweet shops with empty pockets longing for a penny or two materializing somehow.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

- A) The pedestrian came against me without looking at me.
- B) The pedestrian came by me without looking at me.
- C) The pedestrian came by me without looked at me.
- D) The pedestrian came by mine without looking at me.

- A) It was then that all the implications of my act revealed itself.
- B) It was then that all the implications of mine act revealed themselves.
- C) It was then that all the implications of my act revealed themselves.
- D) It was then that all the implication of my act revealed themselves.

- A) It was a tramp which had other things to think about.
- B) It was a tramp who has other things to think about.
- C) It was a tramp who had others things to think about.
- D) It was a tramp who had other things to think about.

- A) When I reached it I knelt on the seat.
- B) While I reached it I knelt on the seat.
- C) When I reached it I kneel on the seat.
- D) When I reached its I knelt on the seat.

- A) Gout, in its most malignant stage, seized me without mine being aware of it.
- B) Gout, in its most malignant stage, seized me without me being aware of it.
- C) Gout, in its most malignant stage, seized me without my being aware of it.
- D) Gout, in its most malignant stage, seized me without myself being aware of it.

- A) There were no more diseases after zymosis so I concluded there was nothing else the matter with me.
- B) There was no more diseases after Zymosis: so I concluded there was nothing else the matter with me.
- C) There were no more diseases after zymosis, so I had concluded there was nothing else the matter with me.
- D) There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.

- A) All they need to do would be to walk round me, and, after that, take their diploma.
- B) All they need to do would be to walk round I, and, after that, take their diploma.
- C) All they need to do would be to walk round me, and, after that, took their diploma.
- D) All they need to do would be to walk round me, and, after that, take its diploma.

- A) He will get more practice out of me then out of seventeen hundred of your ordinary commonplace patients.
- B) He will get more practice out of me than out of seventeen hundred of your ordinary commonplace patients.
- C) He will get more practice out of me than out of seventeen hundreds of your ordinary commonplace patients.
- D) He will get the more practice out of me than out of seventeen hundred of your ordinary commonplace patients.

Q.24

- A) I plodded conscientiously through the twenty-six alphabets, and the only malady I could conclude, I had not got, was housemaid's knee.
- B) I plodded conscientiously through the twenty-six alphabet, and the only malady I could conclude, I had not got, was housemaid's knee.
- C) I plodded conscientiously through the twenty-six letters, and the only malady I had concluded, I had not got, was housemaid's knee.
- D) I plodded conscientiously through the twenty-six letters, and the only malady I could conclude, I had not got, was housemaid's knee.

Q.25

- A) I was reading a patent liver-pill circular, in which detailed the various symptoms of liver disorder.
- B) I was reading a patent liver-pill circular, in which were detailed the various symptoms of liver disorder.
- C) I was reading a patent liver-pill circular, in which had detailed the various symptoms of liver disorder.
- D) I was reading a patent liver-pill circular, in which were detailed the various symptom of liver disorder.

Q.26

- A) I never read a patent medicine advertisement without being impelled to the conclusion that I am suffering from the particular disease therein dealt with.
- B) I never read a patent medicine advertisement without impelled to the conclusion that I am suffering from the particular disease therein dealt with.
- C) I never read a patent medicine advertisement without being impelled on the conclusion that I am suffering from the particular disease therein dealt with.
- D) I never read a patent medicine advertisement without being impelled to the conclusion that I am suffering from the particular disease therein dealt.

Q.27

- A) I remember to go to the British Museum one day to read up the treatment for some slight ailment of which I had a touch.
- B) I remember going to the British Museum one day to read up the treatment for any slight ailment of which I had a touch.
- C) I remember going to the British Museum one day to read up the treatment for some slight element of which I had a touch.
- D) I remember going to the British Museum one day to read up the treatment for some slight ailment of which I had a touch.

Q.28

- A) The only thing that I could gain from that was to feel certain than before that I had scarlet fever.
- B) The only thing that I could gain from that was to feel more certain than ago that I had scarlet fever.
- C) The only thing that I could gain from that was to feel more certain than before that I had scarlet fever.
- D) Only thing that I could gain from that was to feel more certain than before that I had scarlet fever.

Q.29

- A) He
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- B) He
- the
- C) He
- we
- D) He
- the

Q.30

- A) After
- and
- B) After
- and
- C) After
- me, a
- D) After
- and I

- A) He is an old chum of me, and feels my pulse, and looks at my tongue, and talks about the weather.
- B) He is an old chum of mine, and feels my pulse, and looked at my tongue, and talks about the weather.
- C) He is an old chum of mine, and feels my pulse, and looks my tongue, and talks about the weather.
- D) He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather.
- A) After that, he sits down and writes out a prescription, and folded it up and gave it to me, and I put it in my pocket and went out.
- B) After that, he sat down and wrote out a prescription, and folded it up and gave it to me, and I put it in my pocket and went out.
- C) After that, he had sat down and written out a prescription, and folded it up and gave it to me, and I put it in my pocket and went out.
- D) After that, he sat down and wrote out a prescription, and folded it up and gave it to me, and I had put it in my pocket and gone out.

INTERMEDIATE ENGLISH

Book - II (Chapter 7 - 9) Test-3

SPOT THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

- Q.1 While I go into a bank I get rattled.
A) B) C) D)
- Q.2 I knew this beforehand, but my salary had been risen to fifty dollars a month.
A) B) C) D)
- Q.3 He made me to write the sum on a slip and sign my name in a book.
A) B) C) D)
- Q.4 The manager looked on me in some alarm.
A) B) C) D)
- Q.5 I held my fifty six dollar clutched in a crumpled ball in my pocket.
A) B) C) D)
- Q.6 For twenty-two years China laid forgotten and was even confused with a small island.
A) B) C) D)
- Q.7 On a Western angle, there is a lack of femininity in the Chinese woman.
A) B) C) D)
- Q.8 Many a worker are also housed within the factories.
A) B) C) D)
- Q.9 The factory can sometimes agree to keep a worker on after he passed retirement age.
A) B) C) D)
- Q.10 Female workers are entitled for 56 days' rest on full salary before giving birth to children.
A) B) C) D)
- Q.11 But hunger does not mean miss one meal or even meals for a whole day.
A) B) C) D)
- Q.12 Another example are yaws which until recently caused a great many deaths.
A) B) C) D)
- Q.13 What we must do in the meantime is keep alive as many people as we can.
A) B) C) D)
- Q.14 Famine has been a problem from the beginning of time.
A) B) C) D)
- Q.15 There were seven year of famine in Egypt and the surrounding countryside.
A) B) C) D)
- In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.
- Q.16
A) A big iron door stood open at the side of the private room.
B) A big iron door stood open on the side of the private room.
C) A big iron door stood open in the side of the private room.
D) A big iron door stood open with the side of the private room.
- Q.17
A) I no long knew what I was doing. The bank swam before my eyes.
B) I no longer knew what I was doing. The bank swam before my eyes.
C) I no longer knew what was I doing. The bank swam before my eyes.
D) I no longer knew what I was doing. The bank swum before my eyes.

1. A) Seventy-three year old Chou En-Lai will end up dislocate his right hand if he goes on shaking it at the present rate.
 B) Seventy-three year old Chou En-Lai will end up dislocating his right hand if he will go on shaking it at the present rate.
 C) Seventy-three year old Chou En-Lai will end up dislocating his right hand if he went on shaking it at the present rate.
 D) Seventy-three year old Chou En-Lai will end up dislocating his right hand if he goes on shaking it at the present rate.

2. A) The queue of countries on the waiting list to recognize the People's Republic of China is growing longer with the mounting awareness of the absurdity of the past oblivion.
 B) The cue of countries in the waiting list to recognize the People's Republic of China is growing longer with the mounting awareness of the absurdity of the past oblivion.
 C) The cue of countries on the waiting list to recognize the People's Republic of China are growing longer with the mounting awareness of the absurdity of the past oblivion.
 D) The queue of countries on the waiting list to recognize the People's Republic of China are growing longer with the mounting awareness of the absurdity of the past oblivion.

3. A) When the Communists came to power in 1949, the vast majority of the country carried on as they had been doing for the past 2,000 years.
 B) When the Communists came to power in 1949, the vast majority of the country carried on as it had been doing for the past 2,000 years.
 C) When the Communists came to power in 1949, the vast majority of the country carried on as it had been doing since the past 2,000 years.
 D) When the Communists came to power in 1949 the vast majority of the country carried on as they had been doing since the past 2,000 years.

4. A) For years the Chinese have been striving to make the world to realize that there are other important things in life besides an increase in GNP.
 B) For years the Chinese have been striving to make the world realize that there are other important things in life beside an increase in GNP.
 C) For years the Chinese have been striving to make the world to realize that there are other important things in life besides an increase in GNP.
 D) For years the Chinese have been striving to make the world realized that there are other important things in life besides an increase in GNP.

5. A) National machines and equipment are not entirely indigenous since they possess a number of foreign features.
 B) National machines and equipment are not entirely indigenous since they possess the number of foreign features.
 C) National machines and equipment are not entire indigenous since they possess a number of foreign features.
 D) National machines and equipment is not entirely indigenous since they possess a number of foreign features.

Q.23

- A) Hunger also means a situation in which you are always wondering about where the next meal is coming from.
- B) Hunger also means a situation in which you are always wondering where is the next meal coming from.
- C) Hunger also means a situation in which you are always wondering where the next meal is coming from.
- D) Hunger also means a situation in which you are always wondering from where the next meal is coming from.

Q.24

- A) They are the children whose eyes stare as if blind, whose legs and arms are as sticks of liquorice.
- B) They are the children whose eyes stair as if blind, whose legs and arms are like sticks of liquorice.
- C) They are the children whom eyes stare as if blind, whose legs and arms are like stick of liquorice.
- D) They are the children whose eyes stare as if blind, whose legs and arms are like sticks of liquorice.

Q.25

- A) One of the first record of famine was carved on granite by an Egyptian Pharaoh.
- B) One of the first records of famine was carved in granite by an Egyptian Pharaoh.
- C) One of the first records of famine were carved in granite by an Egyptian Pharaoh.
- D) One of the first records of famine was carved on granite by an Egyptian Pharaoh.

Q.26

- A) But famines in Europe have been much less serious than in other parts of the world.
- B) But famines in Europe have been much less serious than other parts of the world.
- C) But famines in Europe have been very less serious than in other parts of the world.
- D) But famines in Europe have been much less serious than those of other parts of the world.

Q.27

- A) As recently as 1942 in Bombay, one million starved to death when the rice crop failed.
- B) As recently as 1942 in Bombay, one million starved with death when the rice crop failed.
- C) As recently 1942 in Bombay, one million starved to death when the rice crop failed.
- D) As recently as 1942 in Bombay, one million starved to death when the rice crop was failed.

Q.28

- A) It may be that there are just too many peoples for the amount of food available.
- B) It may be that there are just too many people for the amount of food available.
- C) It may be that there are just too many people to the amount of food available.
- D) It may be that there are just too many people for the amounts of food available.

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e sticks of
- 1) In the world of today, there is not only not enough food, but each year there are also many more people to eat it.
2) In the world of today, not only is there not food enough, but each year there are also many more people to eat it.
3) In the world of today, not only there is not enough food, but each year there are also many more people to eat it.
4) In the world of today, not only is there not enough food, but each year there are also many more people to eat it.

- 1) But if one group of people continues to get poorer while another group of people in the world gets rich, we are creating a situation which encourages the poor to make war on the rich.
2) But if one group of people continues to get poorer while another group of people in the world gets richer, we are creating a situation which encourages the poor to make war on the rich.
3) But if one group of people continues to get poor while another group of people in the world gets richer, we are creating a situation which encourages the poor to make war on the rich.
4) But if one group of people continue to get poorer while another group of people in the world gets richer, we are creating a situation which encourages the poor to make war at the rich.

INTERMEDIATE ENGLISH

Book - II (Chapter 10 - 12) Test-4

SPOT THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

- Q.1 With his thirteen year old brother, Abd-al-Rahman dashed in the river.
A) B) C) D)
- Q.2 A foot, friendless and penniless, he set for south-westward.
A) B) C) D)
- Q.3 He made his way towards them, and they accepted him as their leader.
A) B) C) D)
- Q.4 Thanks be to Allah for having placed the sea between we and such a foe.
A) B) C) D)
- Q.5 10,000 workmen with 1,500 beasts of burden laboured on it for score of years.
A) B) C) D)
- Q.6 The fame of the Muslim capital penetrated into distant Germany.
A) B) C) D)
- Q.7 The subjects which were dearest to the examiners were almost invariably those I fancied less.
A) B) C) D)
- Q.8 When I would have willingly displayed my knowledge, they sought to expose my ignorant.
A) B) C) D)
- Q.9 This sort of treatment had only one result I did not do well in examinations.
A) B) C) D)
- Q.10 But thereafter I could not think over anything connected with it that was either relevant or true.
A) B) C) D)
- Q.11 Not only we learnt English parsing thoroughly but we also practised continually English analysis.
A) B) C) D)
- Q.12 His first adventure was to go round the world at the cost of eighty dollar.
A) B) C) D)
- Q.13 Timbuktu is near river Niger in the extreme south of the great desert.
A) B) C) D)
- Q.14 In two hours a flask of cold water became enough hot to make tea.
A) B) C) D)
- Q.15 This was Professor Claude Balanguernon, a remarkable Frenchman who has devoted himself to help the Tuareg people.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

Q.16

- A) In North Africa, he barely escaped assassination at the hands of the governor of the province.
- B) In North Africa, he barely escaped from assassination at the hands of the governor of the province.
- C) In North Africa, he barely escaped assassination on the hands of the governor of the province.
- D) In North Africa, he barely escaped from assassination at the hand of the governor of the province.

1. Your task is to choose the correct segment in the sentence.
- A) Wandering from tribe to tribe, always pursued by the spies of the new dynasty, he finally reached Ceuta.
- B) Wandering from tribe to tribe, always pursued by the spies of the new dynasty, he finally reached in Ceuta.
- C) Wandering from tribe to tribe, always pursued by the spies of the new dynasty, he finally reached Ceuta.
- D) Wandering from tribe to tribe, always pursued by the spies of the new dynasty, Ceuta was finally seen by him.

2. Choose the correct sentence.
- A) It took him some years more to bring all of Spain in subjection, but he persisted.
- B) It took him some years more to bring all of Spain to subjection, but he persisted on.
- C) It took him some years more to bring all of Spain to subjection, but he persisted.
- D) It took him some years more for bring all of Spain to subjection, but he persisted.

3. Choose the correct sentence.
- A) To his villa he brought water and introduced exotic plants, such as peaches and pomegranates.
- B) To his villa he brought water and introduced exotic plants, such peaches and pomegranates.
- C) To his villa he brought water and introduced exotic plants, so as peaches and pomegranates.
- D) To his villa he brought water and introduced exotic plants, as peaches and pomegranates.

4. Choose the correct sentence.
- A) Two years before his death in 788, Abd-al-Rahman founded the great Mosque of Cordova.
- B) Two years before his death in 788, Abd-al-Rahman found the great Mosque of Cordova.
- C) Two years prior his death in 788, Abd-al-Rahman founded the great Mosque of Cordova.
- D) Two years before his death in 788, Abd-al-Rahman founded the greater Mosque of Cordova.

5. Choose the correct sentence.
- A) This agricultural development was one of the glories of Muslim Spain and one of the Arabs' lasting gift to the land.
- B) This agricultural development was one of the glories of Muslim Spain and one of the Arabs' lasting gifts to the land.
- C) This agricultural development was one of the glory of Muslim Spain and one of the Arabs' lasting gift to the land.
- D) This agriculture development was one of the glories of Muslim Spain and one of the Arabs' lasting gifts to the land.

6. Choose the correct sentence.
- A) They always tried to ask what did I not know.
- B) They always tried to ask what I did not know.
- C) They always tried to asking what I did not know.
- D) They always tried to ask that what I did not know.

7. Choose the correct sentence.
- A) We were considered as dunces that we could learn only English.
- B) We were considered such dunces that we can learn only English.
- C) We were considered such dunces that only we could learn English.
- D) We were considered such dunces that we could learn only English.

Q.24

- A) I would let the clever ones learn Latin as an honour.
- B) I would let the clever ones to learn Latin as an honour.
- C) I would let the clever ones learn Latin like an honour.
- D) I would let clever ones learn Latin as an honour.

Q.25

- A) Kidal was last town on his route before Timbuktu itself.
- B) Kidal was the last town over his route before Timbuktu itself.
- C) Kidal was the last town on his root before Timbuktu itself.
- D) Kidal was the last town on his route before Timbuktu itself.

Q.26

- A) Three English peoples had attempted to cross a part of the desert in a car with only one day's water-supply.
- B) The three English people had attempted to cross a part of the desert in a car with only one day's water-supply.
- C) Three English people had attempted to cross a part of the desert in a car with only the one days' water-supply.
- D) Three English people had attempted to cross a part of the desert in a car with only one day's water-supply.

Q.27

- A) If the wheels were allowed to spin they would have dug themselves deeper.
- B) If the wheels had been allowed to spin, they would dig themselves deeper.
- C) If the wheels had been allowed to spin they would have dug themselves deep.
- D) If the wheels had been allowed to spin they would have dug themselves deeper.

Q.28

- A) The route laid across an apparently trackless desert.
- B) The route lay across an apparent trackless desert.
- C) The route lay across an apparently trackless desert.
- D) The root lay across an apparently trackless desert.

Q.29

- A) The permission had later been withdrawn; but fortunately the lieutenant did not see the "cancelled" stamp.
- B) The permission had later been withdrawn but fortunately the lieutenant did not see the "cancelled" stamp.
- C) The permission had later been withdrawn, but fortunately the lieutenant did not see the "cancelled" stamp.
- D) The permission had later been withdrawn fortunately the lieutenant did not see the "cancelled" stamp.

Q.30

- A) I would let the clever ones learn Latin as an honour.
- B) I would let the clever ones to learn Latin as an honour.
- C) I would let the clever ones learn Latin like an honour.
- D) I would let clever ones learn Latin as an honour.

INTERMEDIATE ENGLISH

Book -II (Chapter 12 -15) Test-5

FIND THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

1. The cure of disease was a more difficult problem, for here the germs were all ready inside the body.
A) B) C) D)
2. To kill all the germs the dose would have had to be enough strong to kill the patient, too.
A) B) C) D)
3. Germs can be destroyed by heat or poisoned by certainly chemicals, called antiseptics.
A) B) C) D)
4. It was a bacteriologist named Metchnikoff, a pupil of Pasteur, whom revealed the true nature of the problem.
A) B) C) D)
5. And at the end of the War, which had killed about seven millions men, the problem was still unsolved.
A) B) C) D)
6. It was, in fact, first antiseptic discovered that was harmless to the cells of the body.
A) B) C) D)
7. He was knighted in 1944, and awarded the Nobel Prize of Medicine in 1945.
A) B) C) D)
8. In the new world created by him there was no need for the old title and nobilities.
A) B) C) D)
9. When the wearing of hats were made compulsory there were barely enough to go round.
A) B) C) D)
10. Turkish patriotism was no long vague.
A) B) C) D)
11. The Greek Metropolitan raised the Cross as the first Greek soldiers' disembarked.
A) B) C) D)
12. Even during cruel wars the Turks and the Greeks never hated one another.
A) B) C) D)
13. The Turks themselves were only too glad to be able to lie down arms.
A) B) C) D)
14. As soon as Mehmet heard of these activities he ordered Mustafa Kamal to return back.
A) B) C) D)
15. The whole world was over hanged with the smoke.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

- Q.16
- A) Carbolic acid and all the others known antiseptics did more damage to the leucocytes than to the germs.
 - B) Carbolic acid and all the other known antiseptics did more damage to the leucocytes than to the germs.
 - C) Carbolic acid and all the other known antiseptics did most damage to the leucocytes than to the germs.
 - D) Carbolic acid and all the other known antiseptics did much damages to the leucocytes than to the germs.
- Q.17
- A) The question was than discussed whether he should continue his education or go back to the land.
 - B) The question was then discussed if whether he should continue his education or go back to the land.
 - C) The question was then discussed weather he should continue his education or go back to the land.
 - D) The question was then discussed whether he should continue his education or go back to the land.
- Q.18
- A) But when Alexander left the Polytechnic, at sixteen, he was to take a job as a clerk in a shipping firm in Leaden-hall Street
 - B) But when Alexander left the Polytechnic, on sixteen, he was to take a job as a clerk in a shipping firm in Leaden-hall Street
 - C) But when Alexander left the Polytechnic, at sixteen, he was to take a job like a clerk in a shipping firm in Leaden-hall Street
 - D) But when Alexander leave the Polytechnic, at sixteen, he was to take a job as a clerk in a shipping firm to Leaden-hall Street
- Q.19
- A) Thus a son was fortunate in possessing forbears of character and strength.
 - B) Thus the son were fortunate in possessing forbears of character and strength.
 - C) Thus the son was fortunate in possessing forbears of character and strength.
 - D) Thus the son was fortunate in posseses forbears of character and strength.
- Q.20
- A) His father as a young man had been one of Napoleon's conscripts .
 - B) His father as young man had been one of Napoleon's conscripts .
 - C) His father as a young man have been one of Napoleon's conscripts .
 - D) His father as a young man had been one of Napoleon's conscript .
- Q.21
- A) He was perhaps even much of a patriot than of a scientist.
 - B) He was perhaps even more of patriot than of a scientist.
 - C) He was perhaps even more of a patriot than of a scientist.
 - D) He was perhaps even more of a patriot than of scientist.
- Q.22
- A) Pasteur enrolled him in the National Guard.
 - B) Pasteur enrol himself in the National Guard.
 - C) Pasteur enrolled himself in the national guard.
 - D) Pasteur enrolled himself in the National Guard.

UNIT-15

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- A) The military authorities refused to enrol him in the National Guard - on the score that a half paralysed man was useless in the army.
 B) The military authorities refuses to enrol him in the National Guard - on the score that a half paralysed man was useless in the army.
 C) The military authorities refused to enrolled him in the National Guard - on the score that a half paralysed man was useless in the army.
 D) The military authorities refused to enrol him in the National Guard - on the score that a half paralysed man was useless in the army.

- A) However directly he grasped the fact that his education was a great drain on the family funds.
 B) However direct he grasped the fact that his education was a great drain on the family funds.
 C) However directly he grasped the fact that his education was great drain on the family funds.
 D) However directly he grasped the fact that his education have a great drain on the family funds.

- A) Here he got graduated in Science and Arts and was given a post on the College Staff.
 B) Here he graduated in Science then Arts and was given a post on the College Staff.
 C) Here he graduated in Science and Arts and given a post on the College Staff.
 D) Here he graduated in Science and Arts and was given a post on the College Staff.

- A) Pasteur used to embarrass with unanswerably questions.
 B) Pasteur used to embarrasses with unanswerable questions.
 C) Pasteur used to embarrass with unanswerable questions.
 D) Pasteur was used to embarrass with unanswerable questions.

- A) The Professor in question disapproved of saying "I don't know".
 B) The Professor in question disapproved with saying "I don't know".
 C) The Professor in question disapproving of saying "I don't know".
 D) The Professor in question was disapproved of saying "I don't know".

- A) The last of the Sultan was on his way for exile.
 B) The latest of the Sultans was on his way to exile.
 C) The last of the Sultans was on his way to exile.
 D) The last of the Sultan was on his way to exile.

- A) He proposed that the Sultanate be abolished.
 B) He proposed that the Sultanate should be abolishe.
 C) He proposed that the Sultanate should be abolished.
 D) He proposed that Sultanate should be abolished.

- A) Mustafa Kamal inaugurated great development and construction schemes all for railways and motor roads.
 B) Mustafa Kamal inaugurated great development and construction schemes both for railways and motor roads.
 C) Mustafa Kamal inaugurated greatly development and construction schemes both for railways and motor roads.
 D) Mustafa Kamal inaugurated greater development and construction schemes both to railways and motor roads.

INTERMEDIATE ENGLISH

Book - III (Plays) Test-1

SPOT THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

- Q.1 The drab interior of a bus station along a desert highway somewhere in the Midwest.
A) B) C) D)
- Q.2 The door has a single glass pane on the top and the bottom is wooden.
A) B) C) D)
- Q.3 He picked up a discarded newspaper that was already laid on the seat beside him.
A) B) C) D)
- Q.4 The door suddenly burst open and a Girl of about twenty-three rushes into the room.
A) B) C) D)
- Q.5 No sooner the Girl entered the room than she locked the room.
A) B) C) D)
- Q.6 In this stormy night, I guess eight miles are a great distance from here.
A) B) C) D)
- Q.7 There is so few cars this time of the morning, but I thought - anyway - I knew I could get the bus.
A) B) C) D)
- Q.8 I walked nearly enough to the car to be heard if I called.
A) B) C) D)
- Q.9 While both of them were busing talking, there was a flash of LIGHTNING and crashes of thunder.
A) B) C) D)
- Q.10 If I go to the police, they would want me to describe him.
A) B) C) D)
- Q.11 In the flash of lightning, man's face can be seen pressed against the glass outside the door.
A) B) C) D)
- Q.12 I always wonder what brings people out in nights like this.
A) B) C) D)
- Q.13 The last one's dew any time now.
A) B) C) D)
- Q.14 Neither it is a spaceship as certain lunatic elements have suggested.
A) B) C) D)
- Q.15 Spelding nods wearily, his mechanic smile and heartiness suddenly gone.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

- A) The Man turns about in a quick manner.
- B) The Man turns about very quick.
- C) The Man turns about quickly.
- D) The Man turns about too quick.

- A) The man enters through the "Men's" room.
- B) The man enters by the "Men's" room.
- C) The man enters from the "Men's" room.
- D) The man enters to the "Men's" room.

- A) Her hairs is dishevelled.
- B) Her hair are dishevelled.
- C) Her hair is dishevelled.
- D) Her hair is dishevel.

- A) She breaks of and glances at the door again.
- B) She breaks up and glances at the door again.
- C) She breaks down and glances at the door again.
- D) She breaks off and glances at the door again.

- A) There is the second flash of LIGHTNING illuminating the Center door.
- B) There is second flash of LIGHTNING illuminating the Center door.
- C) There is a second flash of LIGHTNING illuminating the Center door.
- D) There is a second flash of LIGHTNING that was illuminating the Center door.

- A) I'd have missed it if it were on time - wouldn't I?
- B) I missed it if it were on time - wouldn't I?
- C) I would miss it if it were on time - wouldn't I?
- D) I'd have missed it if it had been on time - wouldn't I?

- A) There is nothing wrong in marrying a wealthy man.
- B) There is nothing wrong with marrying to a wealthy man.
- C) There is nothing wrong with marrying a wealthy man.
- D) There is no wrong with marrying a wealthy man.

- A) Well, it's an elliptical, with a fourteen feet diameter.
- B) Well, its elliptical, with a fourteen feet diameter.
- C) Well, it's elliptical, with fourteen foot diameter.
- D) Well, it's elliptical, with a fourteen foot diameter.

- A) Then I'd better go making the bedroom.
- B) Then I'd better go do the bedroom.
- C) Then I'd better go to make up the bedroom.
- D) Then I'd better go make up the bedroom.

Q.25

- A) Apparently you didn't heard broadcast of mine. Did you?
- B) Apparently you didn't hear my broadcast. Didn't you?
- C) Apparently you didn't hear mine broadcast. Did you?
- D) Apparently you didn't hear my broadcast. Did you?

Q.26

- A) Having handing Harry three ten-dollar bills, he left the shop to join his colleagues.
- B) Having handed Harry three ten-dollar bill, he left the shop to join his colleagues.
- C) Having handed Harry three ten dollars bills, Clark left the shop to join his colleagues.
- D) Having handed Harry three ten-dollar bills, Clark left the shop to join his colleagues.

Q.27

- A) How many legs does you see this chair have?
- B) How much legs do you see this chair has?
- C) How many legs do you see this chair have?
- D) How many legs does you see this chair has?

Q.28

- A) But there are little things in the water. You can't see them now; but they'll show the water of the sea is full of things.
- B) But there are little things in the water. You can't see them now, but they'll show the water of the sea is full of things.
- C) But there are little things in the water. You can't see them now but they'll show the water of the sea is full of things.
- D) But there are little things in the water. You can't see them now: but they'll show the water of the sea is full of things.

Q. 29.

- A) In a town of almost a thousand of people there isn't one rich man.
- B) In a town of almost a thousands of people there isn't one rich man.
- C) In a town of almost a thousand people there isn't one rich man.
- D) In a town of almost a thousands people there isn't one rich men.

Q. 30.

- A) But there are little thing in the water. You can't see them now, but they'll show up later.
- B) But there are little things in the water. You can't see them now, but they'll show up later.
- C) But there is little things in the water. You can't see them now, but they'll show up later.
- D) But there are little things in the water. You can't see them now, but they'll show up latter.

INTERMEDIATE ENGLISH

Book - III (Plays) Test-2

THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

Spelding asked his daughter that if she had liked his broadcast.

A) B) C) D)

Though Ellen seemed indifferent, she was used to listen her dad's TV broadcast.

A) B) C) D)

He has every virtue except most important one: he has no get-up-and-go.

A) B) C) D)

More thankless than a serpent's tooth is a ungrateful child.

A) B) C) D)

The odds against being hit by a falling object that size are, I should say, roughly,

A) B) C)

ten millions to one.

D)

Perhaps we had better left the house until the Army gets here.

A) B) C) D)

Why, it's not very larger than a car. I'm sure it's some kind of meteor.

A) B) C) D)

I know and that's one of your most endearing primitive trait.

A) B) C) D)

It's made from an unknown metal which shines and inside there isn't anything.

A) B) C) D)

I suggest you should do a bit of cooperating.

A) B) C) D)

Mr. Kreton and me are going to have a chat.

A) B) C) D)

Spelding arises, leads Kreton and Powers into next room, a handsomely furnished

A) B) C) D)

study, many books and a globe of the world.

Kreton sits down comfortably beside the globe which he twirls thoughtfully.

A) B) C) D)

Powers says that President of the United States wants to know all about you.

A) B) C) D)

As far as you trade is concerned, that is something peculiar only with your social level.

A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

Q.16

- A) If you don't mind, I go up to my room for a little lie-down.
- B) If you don't mind, I would go up to my room for a little lie-down.
- C) If you don't mind, I shall go up to my room for a little lie-down.
- D) If you didn't mind, I shall go up to my room for a little lie-down.

Q.17

- A) I'll bet she's smart than you are.
- B) I'll bet she's smarter then you are.
- C) I'll bet she's smarter than you are.
- D) I'll bet she's smarter than you.

Q.18

- A) The Second Man was sure that there was someone in the room, so he started looking around the room.
- B) The Second Man was sure that there was someone in the room, so he started looking about the room.
- C) The Second Man was sure that there was someone in the room, so he started looking the room.
- D) The Second Man was sure that there was someone in the room, so he started looking down the room.

Q.19

- A) The man was very interested in knowing the girl's story.
- B) The man was too interested in knowing the girl's story.
- C) The man was much interested in knowing the girl's story.
- D) The man was very interesting in knowing the girl's story.

Q.20

- A) I saw her hand and then - her head - her hairs was light and long and it dragged in the mud.
- B) I saw her hand and then - her head - her hair were light and long and it dragged in the mud.
- C) I saw her hand and then - her head - her hairs were light and long and it dragged in mud.
- D) I saw her hand and then - her head - her hair was light and long and it dragged in mud.

Q.21

- A) I saw the rarely light burning.
- B) I saw the rare light burning.
- C) I saw the rear light burning.
- D) I saw the rearly light burning.

Q.22

- A) I must have walked just a little way, when I noticed a car pulled away into a lane.
- B) I must have walked just a little way, when I noticed a car pulled in a lane.
- C) I must have walked just a little way, when I noticed a car pulled off into a lane.
- D) I must have walked just a little way, when I noticed a car pulled down into a lane.

- 5
- A) There is one old fashioned chair.
 - B) There is one old-fashion chair.
 - C) There is one oldfashioned chair.
 - D) There is one old-fashioned chair.

- A) As soon as the Girl found the only man there than she asked him to help her.
- B) As soon as the Girl found the only man there when she asked him to help her.
- C) As soon as the Girl found the only man there, she asked him to help her.
- D) As soon as the Girl found the only man there she asked him to help her.

- out
- A) Although I could have stayed all night with a friend, but I thought I had enough gas to get home.
 - B) Although I could have stayed all night with a friend, I thought I had gas enough to get home.
 - C) Although I could have stayed all night with a friend, I thought I had enough gas to get home.
 - D) Although I could have stayed all night with a friend, yet I thought I had enough gas to get home.

- A) The Girl clothes are wet and muddy.
- B) The Girl's clothe are wet and muddy.
- C) The Girl's clothes are wet and muddy.
- D) Girl's clothes are wet and muddy.

- A) She throws the bolt in to place.
- B) She throws the bolt into the place.
- C) She throws the bolt into place.
- D) She throws the bolt into a place.

- nd.
- A) A boy of nine and ten named Clay Larrabee is giving him a haircut.
 - B) The boy of nine or ten named Clay Larrabee is giving him a haircut.
 - C) A boy of nine or ten named Clay Larrabee is giving him a haircut.
 - D) A boy of nine or ten named Clay Larrabee are giving him a haircut.

- A) He puts his hat on the bench downstage.
- B) He puts his hat over the bench downstage.
- C) He puts his hat above the bench downstage.
- D) He puts his hat up the bench downstage.

- A) He gets out of the chair, goes to the hat tree, and puts on a derby.
- B) He gets out of the chair, went to the hat tree, and puts on a derby.
- C) He gets out of the chair, goes to the hat tree, and puts on a derby.
- D) He gets out of the chair, goes to the hat tree, and puts on a derby.

INTERMEDIATE ENGLISH

Book - III (Poems) Test-3

SPOT THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

- Q.1 Inquiry in the nature of things leads one to understand and accept the ground realities of life.
A) B) C) D)
- Q.2 A man must always engage himself in some fruitfull activity to make the life pleasant and useful for humanity.
A) B) C) D)
- Q.3 A man who always talks and boasts and is not involved in some deed is like a garden full of weeds.
A) B) C) D)
- Q.4 The good relation of a man with the earth and the atmosphere keeps him alive and active.
A) B) C) D)
- Q.5 Knowing God's attributes make one afraid of plotting an evil against others.
A) B) C) D)
- Q.6 The poet thinks that a person's stay in this world is temporary. It is better for he to have been loved.
A) B) C) D)
- Q.7 Mansur feels pleased and is willing to be hunged on the gallows.
A) B) C) D)
- Q.8 One who knows himself knows God Almighty.
A) B) C) D)
- Q.9 The death of a neighbour friend terrifies poet and puts him in a state of shock.
A) B) C) D)
- Q.10 The Japanese suffered all the pain and pang patiently and boldly.
A) B) C) D)
- Q.11 The blood running in the vains of the Muslims has thinned and lost its warmth.
A) B) C) D)
- Q.12 The blood running in the veins of the Muslims have thinned and lost its warmth.
A) B) C) D)
- Q.13 A man without faith is the worst than a slave.
A) B) C) D)
- Q.14 He has mentioned the animals on the pasteures, the stars in the sky, the music and smiles around him.
A) B) C) D)
- Q.15 We try to speak with one another but convey nothing.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

- A) The poem is a musical display of the rain, a great phenomenon of nature.
 B) The poem is a musical display of rain, a great phenomena of nature.
 C) The poem is a musical display of rain, a great phenomenon of nature.
 D) A poem is a musical display of rain, a great phenomenon of nature.

- A) The rich at the upper level get a golden chance firstly and whatever remains trickle down to the people at the level beneath.
 B) The rich at the upper level get a golden chance the first and whatever remains trickle down to the people at the level beneath.
 C) The rich at the upper level gets a golden chance first of all and whatever remains trickle down to the people at the level beneath.
 D) The rich at the upper level get a golden chance first and whatever remains trickle down to the people at the level beneath.

- A) It brings letters for the rich and poor.
 B) It brings letters for rich and the poor.
 C) It brings letters for the rich and the poor.
 D) It brings letters for rich and poor.

- A) Housman believes that this life is too short to live.
 B) Housman believes that this life is much short to live.
 C) Housman believes that this life is rather short to live.
 D) Housman believes that this life is very short to live.

- A) Although the way to glory and success is vague and uncertain, but it can be paved through with courage and perseverance.
 B) Although the way to glory and success is vague and uncertain, yet it can be paved through with courage and perseverance.
 C) Although the way to glory and success is vague and uncertain, it can be paved through with courage and perseverance.
 D) The way to glory and success is vague and uncertain, nevertheless it can be paved through with courage and perseverance.

- A) The world is threatened with war, misery and poverty.
 B) World is threatened with war, misery and poverty.
 C) The world is threatened with the war, the misery and the poverty.
 D) The world is threatened by war, misery and poverty.

- A) She walks as smooth as the wave of a stream do.
 B) She walks as smoothly as the wave of a stream does.
 C) She walks as smoothly like the wave of a stream does.
 D) She walks so smoothly as the wave of a stream.

Q.23

- A) Jan Staliworthy "the poet" meditates and sees his own body that is bent by time.
- B) Jan Staliworthy the poet meditates and sees her own body that is bent by time.
- C) Jan Staliworthy, the poet, meditates and sees his own body that is bent by time.
- D) Jan Staliworthy—the poet—meditates and sees his own body that is bent by time.

Q.24

- A) Jan Staliworthy "the poet" meditates and sees his own body that is bent by time.
- B) Jan Staliworthy the poet meditates and sees her own body that is bent by time.
- C) Jan Staliworthy, the poet, meditates and sees his own body that is bent by time.
- D) Jan Staliworthy—the poet—meditates and sees his own body that is bent by time.

Q.25

- A) Shelley wrote some of his finest lyrics in the last years of his life.
- B) Shelley wrote some of his finest lyric in the last years of his life.
- C) Shelley wrote some of his finest lyrics in the lastest years of his life.
- D) Shelley wrote some of his finest lyrics in the least years of his life.

Q.26

- A) We try to rest upon each other and our's minds are filled with no wisdom.
- B) We try to rest upon one another and our minds are filled with no wisdom.
- C) We try to rest upon one another and ours minds are filled with no wisdom.
- D) We try to rest upon each other and our mind's are filled with no wisdom.

Q.27

- A) Davies suggests that one should not be so busy in coping with daily routine of life.
- B) Davies suggests that one not be so busy in coping with daity routine of life.
- C) Davies suggests that one ought not not be so busy in coping with daily routine of life.
- D) Davies suggests that one must not be so busy in coping with daily routine of life.

Q.28

- A) The sparking igniting love has disappeared.
- B) The spark-igniting love have disappeared.
- C) The spark igniting love has disappeared.
- D) The spark love has disappeared.

Q.29

- A) Having been tramped, harder the Japanese suffered, greater they became.
- B) Having been trampled, the harder they suffered, the greater they became.
- C) Having been trampled, the harder the Japanese suffered, the greater they became.
- D) Having being trampled, the harder the Japanese suffered, the greater they became.

Q.30

- A) The union of one soul with other soul by the alchemy of love is the highest mystic truth.
- B) The union of one soul with another soul from the alchemy of love is the highest mystic truth.
- C) The union of one soul with another soul with the alchemy of love is the most highest mystic truth.
- D) The union of one soul with another soul through the alchemy of love is the highest mystic truth.

INTERMEDIATE ENGLISH

Book - IV (Chapter 1 - 3) Test-1

FIND THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

1. And the hours seem to pass as lazy cattle moving across a landscape.
A) B) C) D)
2. You're fitter than me," Merivale would say, sipping a glass of sherry when he called every fortnight or so.
A) B) C) D)
3. You're one of few lucky ones who're going to die a really natural death.
A) B) C) D)
4. That is, of course, if you die at all. You're so a remarkable old boy that one never knows.
A) B) C) D)
5. He must have been ill then, for he died during the summer vacations.
A) B) C) D)
6. Latter, after the Napoleonic Wars and until mid-Victorian days, the School declined again.
A) B) C) D)
7. He had no private means and no family connections of some importance.
A) B) C) D)
8. He had been, in his early twenties, as ambitious as most other young men at so an age.
A) B) C) D)
9. Mrs. Wickett, before she had saved money, had been in charge of the linen room at the School.
A) B) C) D)
10. Chips was yet fairly active for his years.
A) B) C) D)
11. For Chips, as some old sea captain, still measured time by the signals of the past.
A) B) C) D)
12. He was there more than a decade, ever since he finally gave up his mastership.
A) B) C) D)
13. Rarely he read more than a page of it before sleep came swiftly and peacefully.
A) B) C) D)
14. Across the road behind a rampart of ancient elms laid Brookfield.
A) B) C) D)
15. It was the sort of school, when mentioned, would sometimes make snobbish people to confess.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

Q.16

- A) It was queer that a thing as that should stay in the memory so clearly.
- B) It was queer that a thing like that should stay in the memory so clear.
- C) It was queer that a thing like that should stay in the memory as clearly.
- D) It was queer that a thing like that should stay in the memory so clearly.

Q.17

- A) I am probably only the man in the world who has a vivid recollection of old Wetherby.
- B) I am probably the only man in the world whom has a vivid recollection of old Wetherby.
- C) I am probably the only man in the world who has a vivid recollection of old Wetherby.
- D) I am probably the only man in the world who has a vividly recollection of old Wetherby.

Q.18

- A) The Big Hall was full of lusty barbarians ready to pounce on him as their legitimate pray.
- B) The Big Hall was full of lusty barbarians ready to pounce at him as their legitimate prey.
- C) The Big Hall was full of lusty barbarians ready to pounce on him as its legitimate prey.
- D) The Big Hall was full of lusty barbarians ready to pounce on him as their legitimate prey.

Q.19

- A) They looked decent little beggars individuals, but, as a mob, just pitiless and implacable.
- B) They looked decent little beggars individually, but, as a mob, just pitiless and implacable.
- C) They looked decently little beggars individually, but, as a mob, just pitiless and implacable.
- D) They looked decent little beggars individually, but, as mob, just pitiless and implacable.

Q.20

- A) If the weather were enough mild, Chips liked to stroll across to the playing fields in an afternoon and watch the games.
- B) If the weather were mild enough, Chips liked to stroll across to the playing fields in an afternoon and watch the games.
- C) If the weather were mild enough, Chips liked to stroll cross to the playing fields in an afternoon and watch the games.
- D) If the weather were mild enough, Chips liked to stroll across to the playing fields in an afternoon and watched the games.

Q.21

- A) He made a special point of getting to know all the new boys and have them to tea with him during their first term.
- B) He made a special point to getting to know the all new boys and having them to tea with him during their first term.
- C) He made a special point of getting to know all the new boys and having them for tea with him during their first term.
- D) He made a special point of getting to know all the new boys and having them to tea with him during their first term.

- 1) There was a little pile of crumpets in front of the fire, soaked in butter so that the bottom
was in a little shallow pool.
- 2) There was a little pile of crumpets in front of the fire, soaked in butter so that the bottom
was in a little shallow pool.
- 3) There was a little pile of crumpets in front of the fire, soaked in butter so that the bottom
was in a little shallow pool.
- 4) There was a little pile of crumpets in front of the fire, soaked in butter so that the bottom
was in a little shallow pool.

- 1) Chips would ask the new boys where they lived, and if they had family connections at
Brookfield.
- 2) Chips would ask the new boys where they lived, and if they had family connections at
Brookfield.
- 3) Chips would ask the new boys where they lived, and if they had family connections in
Brookfield.
- 4) Chips would ask the new boys where they lived, and if they had family connections at
Brookfield.

- 1) He was not, despite his long years of assiduous teaching, very profound classical scholar.
- 2) He was not, despite of his long years of assiduous teaching, very profound classical
scholar.
- 3) He was not, despite his long years of assiduous teaching, a very profound classical scholar.
- 4) He was not, in spite his long years of assiduous teaching, a very profound classical scholar.

- 1) Chips thought of Latin and Greek far more as dead languages from which English
gentlemen ought to know a few quotations than as living tongues that had ever been spoken
by living people.

- 2) Chips thought of Latin and Greek far more as dead languages from which English
gentlemen ought to know few quotations than living tongues that had ever been spoken by
living people.

- 3) Chips thought of Latin and Greek far more as dead languages from which English
gentlemen ought to know a few quotations rather as living tongues that had ever been spoken
by living people.

- 4) Chips thought of Latin and Greek far more as dead languages from which English
gentlemen ought to know a few quotations than as living tongue that had ever been spoken by
living people.

- 1) So there Chips lived, at Mrs. Wickett's, with his quite enjoyments of reading, talking and
remembering.

- 2) So there Chips lived, at Mrs. Wickett's, with his quiet enjoyment of reading, talking and
remembering.

- 3) So there Chips lived, at Mrs. Wickett's, with his quiet enjoyments of reading, talking and
remembrance.

- 4) So there Chips lived, at Mrs. Wickett's, with his quiet enjoyments of reading, talking and
remembering.

Q.27

- A) He had married, though it was so long before that none of the staff at Brookfield could remember his wife.
- B) He married, though it was so long ago that none of the staff at Brookfield could remember his wife.
- C) He had married, though it was so long ago that none of the staff at Brookfield could remember his wife.
- D) He had married, though it was so long earlier that none of the staff at Brookfield could remember his wife.

Q.28

- A) Give your enthusiasm to Brookfield, and Brookfield will give you something in return.
- B) Give your enthusiasm to Brookfield, and Brookfield will give you something back in return.
- C) Give your enthusiasm to Brookfield, and Brookfield will give you anything in return.
- D) Give your enthusiasm to Brookfield, and Brookfield will give you something as return.

Q.29

- A) His youth was at the mercy of five hundred unprincipled ruffians to whom the baiting of new masters was a fine art.
- B) His youth was at the mercy of five hundred unprincipled ruffians to them the baiting of new masters was a fine art.
- C) His youth was at the mercy of five hundreds unprincipled ruffians to whom the baiting of new masters was a fine art.
- D) His youth was at the mercy of five hundred unprincipled ruffians to whom the baiting of new masters were a fine art.

Q.30

- A) He remembered that first tremendous ordeal of taking prep.
- B) He remembered that first tremendous ordeal for taking prep.
- C) He remembered that first tremendous ordeal into taking prep.
- D) He remembered that first tremendous ordeal of taken prep.

INTERMEDIATE ENGLISH

Book - IV (Chapter 4 - 6) Test-2

THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

There came to him, stirred by the warmth of the fire, a thousands tangled recollections

A) B) C)

of old times.

He had made for himself a warm and busier corner of life.

A) B) C) D)

One day, climbing on Great Gable, he noticed a girl waving excited from a dangerous-

A) B) C) D)

looking ledge.

Here was this new craze for bicycle which was being taken up by women equally

A) B) C)

with men.

Chips couldn't scarcely walk, and it was a hard job getting him down the steep

B) C)

track to Wasdale.

He used to look down at his feet and wonder what one it was that had performed so-

A) B) C) D)

signal a service.

I was afraid you will be a solicitor or a stockbroker or a dentist or a man with a

A) B) C) D)

big cotton business in Manchester.

I feel rather like new boy beginning his first term with you.

A) B) C) D)

She was immensely popular among boys and masters alike.

A) B) C) D)

He hastened toward her, but in doing so slipping himself and wrenched his ankle.

A) B) C) D)

Chips had not, therefore, accepted to find a woman on Great Gable.

A) B) C) D)

Katherine was making him positively looking forward to the glimpse of her

A) B) C) D)

safety bicycle.

Her name was Katherine Bridges; she was twenty-five enough young to be

A) B) C)

Chips's daughter

D)

He had just been appointed housemaster, he had made for himself a warm and busy

A) B) C) D)

corner of life.

He had told of his only mediocre degree, of his occasional difficulties of discipline.

A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

Q.16

- A) She liked him, initially, because he was so hardly to get to know.
- B) She liked him, initially, because he was much hard to get to know.
- C) She liked him, initially, because he was so hard to get to know.
- D) She liked him, initial, because he was so hard to get to know.

Q.17

- A) She was not in difficulties at all, but was merely signaling to a friend further down the mountain
- B) She was not in difficulties at all, but was merely signalized to a friend farther down the mountain
- C) She was not in difficulties at all, but was merely signaling to a friend farther down the mountain
- D) She was not in difficulties at all, but was mere signaling to a friend farther down the mountain

Q.18

- A) He had for some reason afflicted in an acute desire to depreciate himself
- B) He had for some reason been afflicted to an acute desire to depreciate himself
- C) He had for some reason been afflicted with an acute desire to depreciate himself
- D) He had for some reason been afflicted on an acute desire to depreciate himself

Q.19

- A) The other memory gem-clear when he turned up it.
- B) Another memory gem-clear when he turned to it.
- C) Another memory gem-clear when he turned on it.
- D) Another memory gem-clear when he turned off it.

Q.20

- A) And she liked boys, she told him, and would enjoy living amongst them.
- B) And she liked boys, she told him, and would enjoy to live amongst them.
- C) And she liked boys, she told, and would enjoy living amongst them.
- D) And she liked boys, she told him, and would enjoy living between them.

Q.21

- A) Chips told he hadn't thought of it like that.
- B) Chips said he hasn't thought of it like that.
- C) Chips said he hadn't thought of it like that.
- D) Chips said he hadn't thought of it as that.

Q.22

- A) You can't satisfy your conscious by writing a cheque for a few guineas.
- B) You can't satisfy your conscience by writing a cheque for a few guineas.
- C) You can't satisfy your conscience by writing a check for a few guineas.
- D) You can't satisfy your conscience by writing a cheque of a few guineas.

- 1) The other affairs of life adjusted themselves with insidious ease.
2) The other affairs of life adjusted themselves into insidious ease.
3) The other affairs of life adjusted themselves to insidious ease.
4) The other affairs of life adjusted themselves on insidious ease.

- 1) Till his marriage he had been a dry and rather neutral sort of person.
2) Till his marriage he had been a dry and rather neutral type of a person.
3) Till his marriage he had been a dry and rather neutral kind of a person.
4) Till his marriage he had been a dry and rather neutral sort of a person.

- 1) But just too long for anyone to believe him capable for ever being much. More.
2) But just too long for anyone to believe him capable on ever being much. More.
3) But just too long for anyone to believe him capable of ever being much. More.
4) But just too long for anyone to believe him capable with ever being much. More.

- 1) Chips did not hold at all this modern newness and freedom.
2) Chips did not hold with all this modern newness and freedom.
3) Chips did not hold of all this modern newness and freedom.
4) Chips did not hold by all this modern newness and freedom.

- 1) He used to hobbling with sticks along a footpath leading to the tiny church.
2) He used to hobble by sticks along a footpath leading to the tiny church.
3) He used to hobble with sticks along a footpath leading to the tiny church.
4) He used to hobble with sticks along footpath leading to the tiny church.

- 1) As it turned in, she was not in difficulties at all.
2) As it turned up, she was not in difficulties at all.
3) As it turned out, she was not in difficulties at all.
4) As it turned down, she was not in difficulties at all.

- 1) He never felt up home or at ease with them.
2) He never felt for home or at ease with them.
3) He never felt on home or at ease with them.
4) He never felt at home or at ease with them.

- 1) The new woman of the nineties filled him in horror.
2) The new woman of the nineties filled him with horror.
3) The new woman of the nineties filled him out horror.
4) The new woman of the nineties filled him to horror.

INTERMEDIATE ENGLISH

Book - IV (Chapter 7 - 9) Test-3

SPOT THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

- Q.1 Chips changed his more commodious apartments in School House with his old original bachelor quarters.
A) B) C) D)
- Q.2 It was not that he was less active; he could yet knock up a half century on the cricket field.
A) B) C) D)
- Q.3 No longer he have those slight and occasional disciplinary troubles.
A) B) C) D)
- Q.4 It was a service that gave him freedom to be supremely and complete himself.
A) B) C) D)
- Q.5 He did not care of either of them.
A) B) C) D)
- Q.6 He remembered Katherine scampering along the stone corridors, laugh beside him at some "howler".
A) B) C) D)
- Q.7 "Chips, dear, I'd let them off if I was you. After all, it's nothing very serious."
A) B) C) D)
- Q.8 You know, Chips, having all these hundred of hoys cooped up here is really an natural arrangement.
A) B) C) D)
- Q.9 A bit unfair to come up on them as if it were their own fault for being here.
A) B) C) D)
- Q.10 And so on. About once in ten times he was adamant and won't be persuaded.
A) B) C) D)
- Q.11 Young ruffian, I'm hung if I can think of any reason to let him off, but I'll bet she would.
A) B) C) D)
- Q.12 What host of little incidents, all deep-buried in the past--- problems that had once been urgent.
A) B) C) D)
- Q.13 What a crowd of emotions clung with him as to their last home before annihilation!
A) B) C) D)
- Q.14 And during his years at Mrs. Wickert's he sometimes went even so for as to make desultory notes in an exercise book.
A) B) C) D)
- Q.15 Somehow, too, his recollections lost many of their flavor when they were written down.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response form.

- A) Just as marriage had add something, so did bereavement; after the first stupor of grief he became suddenly the kind of man whom boys.
 B) Just as marriage had added something, so did bereavement; after first stupor of grief he became suddenly the kind of man whose boys.
 C) Just as marriage had added something, so did bereavement; after the first stupor of grief he became suddenly the kind of man who boys.
 D) Just as marriage had added something, so did bereavement; after the first stupor of grief he became suddenly the kind of man whom boys.

- A) Once, after some energetic fives, during which he had play as well s o many a fellow half his age he overheard a boy saying: "Not half bad for an old chap like him."
 B) Once, after any energetic fives, during which he had played so well as many a fellow half his age he overheard a boy said "Not half bad for a old chap like him."
 C) Once, after some energetic fives, during which he had played as well as many a fellow half his age he overheard a boy saying: "Not half bad for an old chap like him."
 D) Once, after some energetic fives, during which he had play as well as many a fellows half his age he overheard a boy saying: "Not half bad for an old chap like him."

- A) He did not care for either of them.
 B) He did not care for each of themselves.
 C) He did not care of either of them.
 D) He did not cared for either of them.

- A) He found that his proud in Brookfield reflected back, giving him cause for pride in himself and his position.
 B) He found that his pride in Brookfield reflected back, giving him cause for pride in it selfand his position
 C) He found that his pride in Brookfield reflected back, giving him cause for pride in himself and his position
 D) He found that his pride in Brookfield reflect back, giving him cause for pride in himself and his position.

- A) I am near old enough—umph—to remember you as a young men.
 B) I am nearly enough old—umph—to remember you as a young man.
 C) I am nearly old enough—umph—to remembered you as young man.
 D) I am nearly old enough—umph—to remember you as a young man.

- A) "Chips, dear, I'd let them off if I was you."
 B) "Chips, dear, I'd let them off if I am you."
 C) "Chips, dear, I'd let them off if I were you."
 D) "Chips, dear, I'd let them out if I were you."

Q.22

- A) But she had not always pleaded to leniency.
- B) But she had not always pleaded for leniency.
- C) But she had not always pleaded on leniency.
- D) But she had not always pleaded of leniency.

Q.23

- A) He had been leaning his elbows with them.
- B) He had been leaning his elbows on them.
- C) He had been leaning his elbows to them.
- D) He had been leaning his elbows above them.

Q.24

- A) The incident gave hardly an impact at his preoccupations.
- B) The incident gave hardly an impact with his preoccupations.
- C) The incident gave hardly an impact upon his preoccupations.
- D) The incident gave hardly an impact for his preoccupations.

Q.25

- A) He wanted to get used of things.
- B) He wanted to get used by things.
- C) He wanted to get used to things.
- D) He wanted to get used from things.

Q.26

- A) He worn his gown till it was almost very tattered to hold together.
- B) He wore his gown till it was almost too tattered to hold together.
- C) He wear his gown till it was almost very tattered to hold together.
- D) He wore his gown till it was almost to tattered to hold together.

Q.27

- A) No longer did he have those slight and occasional disciplinary troubles.
- B) No long did he have those slight and occasional disciplinary troubles.
- C) No longer he had those slight and occasional disciplinary troubles.
- D) No longer did he had those slight and occasional disciplinary troubles.

Q.28

- A) He could still knock up a half century on the cricket field.
- B) He could still knock off a half century on the cricket field.
- C) He could still knock over a half century on the cricket field.
- D) He could still knock at a half century on the cricket field.

Q.29

- A) He thought at first that he would give way house mastership.
- B) He thought at first that he would give off house mastership.
- C) He thought at first that he would give up house mastership.
- D) He thought at first that he would give in house mastership.

Q.30

- A) They were all addressed to him by name.
- B) They were all addressed for him by name.
- C) They were all addressed with him by name.
- D) They were all addressed on him by name.

INTERMEDIATE ENGLISH

Book - IV (Chapter 10 - 12) Test-4

THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

Those years before his retirement in 1913 were studded with sharp remembered

pictures.

There will be no school this afternoon but a service will be held in the Chapel at four-

o'clock.

God blesses the boy—he talked of them as if they were queer animals out of

a zoo!

Chips was not in the running with that kind of person, he never had been and

never would be, and he knew it.

And then that frenzied Edwardian decade, like an electric lamp that goes brighter

and white just before it burns itself out.

And then the row against Ralston. Funny thing, Chips had never liked him; he was

efficient, ruthless, ambitious, but not, somehow, very likable.

He had, admittedly, risen the status of Brookfield as a school.

He felt him sufficiently protected by age and seniority from the fate of other

masters whom Ralston had failed to like.

Then suddenly, in 1908, when he had just turned sixty, came Ralston's urban

obituary.

You hold an opinion and I hold another, and, since you decline to give way, there

can't very well be any alternative.

In 1913 Chips had had bronchitis and was off duty for nearly a whole of the winter term.

Aside, he would not sever himself completely.

I remember when two-third of the School went down with German measles and

Big Hall was turned into a hospital ward.

I have thousand of faces in my mind.

I need not to translate these lines.

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response Form.

Q.16

- A) You've put your life in his hands many a time.
- B) You've put yours' life in his hands many a time.
- C) You've put your life in his hands many a time."
- D) You've put your life in his hands many a times.

Q.17

- A) Grayson's father had sailed on Titanic.
- B) Grayson's father had sailed through the Titanic.
- C) Grayson's father had sailed on the Titanic.
- D) Grayson's father had sailed on the Titanic.

Q.18

- A) He was an all together milder and less ferocious animal.
- B) He was an altogether milder and less ferocious animal.
- C) He was an altogether milder and less ferocious animal.
- D) He was a altogether milder and less ferocious animal.

Q.19

- A) He said, "You will all be deep grieved to hear that His Majesty King's death."
- B) He said, "You will all be deeply grieved to hear that His Majesty King's death."
- C) He said, "You would all be deeply grieved to hear that His Majesty's King's death."
- D) He said, "You will all be deeply grieved to hearing that His Majesty King's death."

Q.20

- A) Ralston was a live wire, a fine power transmitter but you had to beware of him.
- B) Ralston was a live wire a fine power transmitter; but you had to beware of him.
- C) Ralston was a live wire, a fine power transmitter, but you had to beware of him.
- D) Ralston was a live wire, a fine power transmitter, but you had to beware of him.

Q.21

- A) Chips had never bothered to beware of him, he was not attracted by the man, but he served him willingly enough and quite loyally.
- B) Chips had never bothered to beware of him, he was not attracted by the man; but he served him willingly enough and quite loyally.
- C) Chips had never bothered to beware of him; he was not attracted by the man, but he served him willingly enough and quite loyally.
- D) Chips had never bothered to beware of him he was not attracted by the man; but he served him willingly enough and quite loyally.

Q.22

- A) You ignore my instructions in a way which, in a younger man, I should regard rank insubordination.
- B) You ignore my instructions in a way which, in a younger man, I should regard for rank insubordination.
- C) You ignore my instructions in a way which, in a younger man, I should regard as rank insubordination.
- D) You ignore my instructions in a way which, in a younger man, I should regard to rank insubordination.

Q.23

- A) I admit that I don't agree at the new pronunciation. I never did.
- B) I admit that I don't agree on the new pronunciation. I never did.
- C) I admit that I don't agree with the new pronunciation. I never did.
- D) I admit that I don't agree to the new pronunciation. I never did.

UNIT-15

Choose the Response

One day the Chairman of the Governors Sir John River visited Brookfield, ignored Chips and went direct to Chips.

One day the Chairman of the Governors Sir John River visited Brookfield, ignored Chips and went direct to Chips.

One day the Chairman of the Governors Sir John River visited Brookfield, ignored Chips and went direct to Chips.

One day the Chairman of the Governors Sir John River visited Brookfield, ignored Chips and went direct to Chips.

Chips shook hands with the boy.

Chips shakes hands with the boy.

Chips shook hands with the boy.

Chips had shaken hands with the boy.

Raiston was glittering by Firsts and Blues.

Raiston was glittering to Firsts and Blues.

Raiston was glittering on Firsts and Blues.

Raiston was glittering with Firsts and Blues.

Chips was not in the running against that kind of person.

Chips was not in the running with that kind of person.

Chips was not in the running at that kind of person.

Chips was not in the running on that kind of person.

He knew that Raiston did not like him, either.

He knew that Raiston had not like him, either.

He knew that Raiston has not liked him, neither.

He knew that Raiston does not like him, neither.

"You must ascribe it with my forbearance."

"You must ascribe it to my forbearance."

"You must ascribe it on my forbearance."

"You must ascribe it at my forbearance."

When Staefel was leaving out Germany the next day.

When Staefel was leaving off Germany the next day.

When Staefel was leaving for Germany the next day.

When Staefel was leaving to Germany the next day.

INTERMEDIATE ENGLISH

Book - IV (Chapter 13 - 15) Test-5

SPOT THE ERROR:

In the following sentences some segments of each sentence are underlined. Your task is to identify that underlined segment of the sentence, which contains the mistake that needs to be corrected. Fill the circle corresponding to that letter under the segment in the MCQ Response form.

- Q.1 Chips, questioned as he watched first trial game of the season, gave quite a cheery answer.
A) B) C) D)
- Q.2 Forrester was smallest new boy Brookfield had ever had—about four feet high above his muddy football boots.
A) B) C) D)
- Q.3 But one didn't guess what laid ahead.
A) B) C) D)
- Q.4 It seemed tragically sensation when the first Old Brookfeldian was killed in action—in September.
A) B) C) D)
- Q.5 Chips thought, when that news came: hundred years ago boys from this school were fighting against the French.
A) B) C) D)
- Q.6 Chips hadn't known something about this; it was a shock to him, for he liked Chatteris.
A) B) C) D)
- Q.7 They pored ink down a man's neck in prep one night last week—silly fool—got hysterical.
A) B) C) D)
- Q.8 He felt a little like a music-hall favorite returning to the boards after a positive last appearance.
A) B) C) D)
- Q.9 They all said how marvelous it was that he knows every boy's name and face so quickly.
A) B) C) D)
- Q.10 Chatteris fell ill during the winter of '17, and again, for second time in his life, Chips became Acting Head of Brookfield.
A) B) C) D)
- Q.11 It was a grand success all together.
A) B) C) D)
- Q.12 He yet kept on his rooms with Mrs. Wickett; indeed, he still lived there.
A) B) C) D)
- Q.13 He sat in the headmaster's study every morning, handling problems, dealt with complaints and requests.
A) B) C) D)
- Q.14 It was pretty solid built and made as good a dugout as Brookfield could offer.
A) B) C) D)
- Q.15 Just then there came a particularly loud explosion—quiet near.
A) B) C) D)

In each of the following questions, four alternative sentences are given. Choose the CORRECT one and fill the Circle corresponding to that letter in the MCQ Response form.

- Q16
A) He was, like a thousand of others, hopelessly wrong.
B) He was, like thousand of others, hopelessly wrong.
C) He was, alike thousands of others, hopelessly wrong.
D) He was, like thousands of others, hopelessly wrong.
- Q17
A) He was, like thousands of others, hopeless wrong, but, unlike thousands of others, he did not afterward conceal the fact.
B) He was, like thousands of others, hopelessly wrong but, unlike thousands of others, he did not afterward conceal the fact.
C) He was, like thousands of others, hopelessly wrong; but, unlike thousands of others, he did not afterward conceal the fact.
D) He was, like thousands of others, hopelessly wrong; but unlike thousands of others, he did not afterward conceal the fact.
- Q18
A) We ought to have it finished till Christian.
B) We ought to have it finished by Christian.
C) We ought to have it finished nearly Christian.
D) We ought to have it finished by the Christian.
- Q19
A) The German are already beaten.
B) Germans are already beaten.
C) The Germans are already beaten.
D) The Germans are already beaten.
- Q20
A) He tried to express this to Blades, Head of School House but Blades, already in training for a cadetship, only laughed.
B) He tried to express this to Blades, the Head of School House; but Blades, already in training for a cadetship, only laughed.
C) He tried to express this to Blades, the Head of School House, but Blades, already in training for a cadetship, only laughed.
D) He tried to express this to Blades, the Head of School House; but Blades, already in training for a cadetship only laughed.
- Q21
A) If things doesn't improve next term I shall have a breakdown."
B) If thing don't improve next term, in that case I shall have a breakdown."
C) If things don't improve next term, then I shall have a breakdown."
D) If things don't improve next term I shall have a breakdown."
- Q22
A) From that last honor, within his reach at least, he shrank instinctively, feeling himself in so many ways unequal to it.
B) From that latest honor, within his reach at last, he shrank instinctively, feeling himself in as many ways unequal to it.
C) From that last honor, within his reach at last, he shrank instinctively, feelhimself in so many ways unequal to it.
D) From that last honor, within his reach at last, he shrank instinctively, feeling himself in so many ways unequal to it.

Q.23

- A) They all told how marvelous it was that he knew every boy's name and face so quickly.
- B) They all said how marvelous was it that he knew every boy's name and face so quick.
- C) They all said how marvelous it was that he knew every boy's name and face so quickly.
- D) They all said how marvelous it was that he knows every boy's name and face so quickly.

Q.24

- A) One day he got a letter from Switzerland, from friends there; it was heavily censored, but conveyed some news.
- B) One day he got a letter from Switzerland, from friends there; it was heavily censored, but conveyed some newses.
- C) One day he got a letter from Switzerland, from friends there; it was heavily censored, but conveyed some news.
- D) One day he got a letter from Switzerland, from friends there; it was heavily censored, but conveyed some news.

Q.25

- A) He was the little pale when he sat down afterward, aware that he had did something unusual.
- B) He was a little pale when he sat down afterward, aware that he had done something unusual.
- C) He was little pale when he sat down afterward, aware, that he had done something unusual.
- D) He was a little pale when he sit down afterward, aware that he had done anything unusual.

Q.26

- A) Well, why not, the School said; he was an old man; they might have despised anyone else for the weakness.
- B) Well, why not, the School said; he was an old man, they might have despised anyone else for the weakness.
- C) Well, why not, the School said; he was an old man: they might have despised anyone else for the weakness.
- D) Well why not, the School said, he was an old man; they might have despised anyone else for the weakness

Q.27

- A) Some of the boys were nervous, few were able to be attentive.
- B) Some of the boys were nervous; few were able to be attentive.
- C) Some of the boys were nervous— few were able to be attentive.
- D) Some of the boys were nervous! few were able to be attentive.

Q.28

- A) If it is fate that we are soon to beinterrupted, let us tobe found employing ourselves in something really appropriate.
- B) If it is fate that we are soon to beinterrupt, let us to be found employing ourselves in something really appropriate.
- C) If it is fate that we are soon be interrupted, let us to be found employing ourselves in something really appropriate.
- D) If it is fate that we are soon to be interrupted, let us be found employing ourselves in something really appropriate.

Q.29

- A) Turn to page forty and begin with the bottom line.
- B) Turn to page forty and begin at the bottom line.
- C) Turn to page forty and begin from the bottom line.
- D) Turn to page forty and begin to the bottom line.

Q.30

- A) The explosions still continued deafeningly; the whole building shook as if it was being lifted off its foundations.
- B) The explosions still continued deafeningly; the whole building shook as if it were being lifted off its foundations.
- C) The explosions still continued deafeningly, the whole building shook as if it was being lifted off its foundations.
- D) The explosions still continued deafeningly; whole the building shook as if it were being lifted off its foundations.

ANSWER KEYS

ANSWER KEYS

BOOK

Test No.1

1	C	6	D	11	B	16	B	21	A	26	A
2	C	7	D	12	D	17	B	22	D	27	A
3	B	8	B	13	A	18	A	23	A	28	A
4	D	9	B	14	B	19	A	24	A	29	C
5	A	10	A	15	B	20	A	25	A	30	B

Test No.2

1	D	6	A	11	B	16	A	21	B	26	B
2	C	7	A	12	B	17	A	22	C	27	A
3	A	8	C	13	D	18	A	23	D	28	B
4	B	9	A	14	A	19	A	24	C	29	B
5	C	10	D	15	D	20	A	25	A	30	D

Test No.3

1	C	6	B	11	C	16	B	21	D	26	D
2	C	7	D	12	D	17	C	22	C	27	B
3	D	8	A	13	B	18	C	23	B	28	C
4	A	9	D	14	D	19	B	24	B	29	A
5	C	10	B	15	D	20	C	25	C	30	D

Test No.4

1	D	6	D	11	D	16	B	21	B	26	B
2	B	7	B	12	B	17	D	22	C	27	C
3	C	8	B	13	D	18	C	23	B	28	A
4	D	9	B	14	B	19	A	24	B	29	C
5	C	10	B	15	D	20	D	25	A	30	A

Test No.5

1	C	6	C	11	B	16	D	21	B	26	D
2	D	7	D	12	A	17	D	22	D	27	A
3	D	8	A	13	C	18	C	23	C	28	B
4	D	9	A	14	C	19	D	24	D	29	C
5	C	10	D	15	D	20	C	25	A	30	B

ANSWER KEYS

BOOK-II

Test No.1

1	C	6	D	11	C	16	D	21	A	26	A
2	B	7	A	12	C	17	A	22	C	27	C
3	A	8	A	13	B	18	D	23	D	28	A
4	B	9	B	14	E	19	D	24	A	29	D
5	B	10	A	15	A	20	A	25	B	30	C

Test No.2

1	D	6	B	11	D	16	B	21	D	26	A
2	D	7	D	12	B	17	C	22	A	27	D
3	B	8	D	13	D	18	D	23	B	28	C
4	B	9	C	14	C	19	A	24	D	29	D
5	B	10	A	15	D	20	C	25	B	30	B

Test No.3

1	A	6	B	11	A	16	A	21	C	26	A
2	C	7	A	12	A	17	B	22	A	27	A
3	B	8	D	13	C	18	D	23	C	28	B
4	B	9	D	14	B	19	A	24	D	29	D
5	B	10	A	15	B	20	B	25	B	30	B

Test No.4

1	D	6	C	11	A	16	A	21	B	26	D
2	C	7	D	12	D	17	C	22	B	27	D
3	B	8	D	13	B	18	C	23	D	28	C
4	C	9	C	14	C	19	A	24	A	29	C
5	D	10	A	15	D	20	A	25	D	30	A

Test No.5

1	C	6	B	11	B	16	B	21	C	26	C
2	B	7	C	12	D	17	D	22	D	27	A
3	C	8	C	13	D	18	A	23	A	28	C
4	C	9	B	14	D	19	C	24	A	29	A
5	C	10	C	15	B	20	A	25	D	30	B

BOOK-III

Test No.1

1	C	6	C	11	A	16	C	21	D	26	D
2	C	7	A	12	C	17	C	22	C	27	C
3	C	8	A	13	C	18	C	23	D	28	B
4	B	9	D	14	B	19	D	24	D	29	C
5	A	10	A	15	B	20	C	25	D	30	D

Test No.2

1	B	6	B	11	A	16	C	21	C	26	C
2	D	7	A	12	A	17	C	22	C	27	C
3	C	8	D	13	D	18	B	23	D	28	C
4	D	9	B	14	A	19	C	24	C	29	A
5	D	10	B	15	D	20	D	25	C	30	D

Test No.3

1	A	6	B	11	B	16	C	21	A	26	B
2	C	7	C	12	C	17	D	22	B	27	B
3	C	8	C	13	C	18	C	23	C	28	C
4	B	9	B	14	B	19	A	24	C	29	C
5	B	10	D	15	A	20	C	25	A	30	D

BOOK-IV

Test No.1

1	B	6	A	11	A	16	D	21	D	26	D
2	A	7	D	12	A	17	C	22	A	27	C
3	A	8	D	13	A	18	D	23	A	28	A
4	C	9	A	14	D	19	B	24	C	29	A
5	D	10	A	15	D	20	B	25	A	30	A

Test No.2

1	C	6	C	11	B	16	C	21	C	26	B
2	C	7	A	12	C	17	C	22	B	27	C
3	C	8	B	13	C	18	C	23	A	28	C
4	A	9	B	14	B	19	B	24	A	29	D
5	A	10	B	15	A	20	A	25	C	30	B

Test No.3

1	A	6	C	11	A	16	D	21	C	26	B
2	B	7	C	12	A	17	C	22	B	27	A
3	A	8	B	13	B	18	A	23	B	28	A
4	D	9	B	14	C	19	C	24	C	29	C
5	B	10	C	15	B	20	D	25	C	30	A

Test No.4

1	A	6	B	11	C	16	C	21	C	26	D
2	B	7	B	12	A	17	C	22	C	27	B
3	A	8	A	13	B	18	C	23	C	28	A
4	A	9	D	14	B	19	B	24	D	29	B
5	C	10	A	15	B	20	C	25	C	30	C

Test No.5

1	B	6	B	11	D	16	D	21	D	26	A
2	A	7	A	12	A	17	C	22	D	27	B
3	C	8	C	13	C	18	B	23	C	28	D
4	C	9	B	14	A	19	D	24	D	29	B
5	B	10	C	15	D	20	B	25	B	30	B

Test No.6

1	B	6	D	11	D	16	C	21	A	26	B
2	C	7	B	12	D	17	C	22	C	27	C
3	B	8	D	13	A	18	A	23	D	28	A
4	C	9	D	14	A	19	B	24	A	29	D
5	B	10	B	15	D	20	C	25	B	30	D

BOOK 1 (1ST Half)

Test No.1

1	B	6	C	11	A	16	A	21	C	26	D
2	D	7	C	12	B	17	B	22	D	27	A
3	B	8	C	13	A	18	C	23	A	28	B
4	C	9	B	14	A	19	D	24	C	29	C
5	C	10	C	15	C	20	C	25	B	30	D

BOOK 1 (2ND Half)

Test No.2

1	B	6	B	11	D	16	A	21	A	26	D
2	C	7	C	12	D	17	C	22	D	27	B
3	B	8	B	13	C	18	D	23	B	28	C
4	D	9	C	14	B	19	A	24	C	29	D
5	C	10	D	15	A	20	B	25	A	30	D

BOOK II (1ST Half)

Test No.3

1	A	6	B	11	B	16	D	21	A	26	D
2	A	7	B	12	B	17	A	22	C	27	A
3	D	8	B	13	C	18	B	23	B	28	C
4	A	9	C	14	C	19	D	24	C	29	B
5	D	10	B	15	C	20	C	25	C	30	A

ANSWER KEYS

BOOK II (2ND Half + Book III Plays)

Test No.4

1	D	6	B	11	B	16	D	21	C	26	C
2	B	7	C	12	C	17	A	22	D	27	D
3	D	8	C	13	B	18	D	23	A	28	B
4	A	9	B	14	B	19	C	24	A	29	D
5	A	10	C	15	B	20	B	25	B	30	B

BOOK -IV

Test No.5

1	B	6	C	11	A	16	C	21	A	26	B
2	A	7	D	12	C	17	A	22	D	27	C
3	C	8	C	13	D	18	B	23	C	28	A
4	D	9	B	14	D	19	D	24	B	29	B
5	D	10	A	15	A	20	B	25	D	30	B

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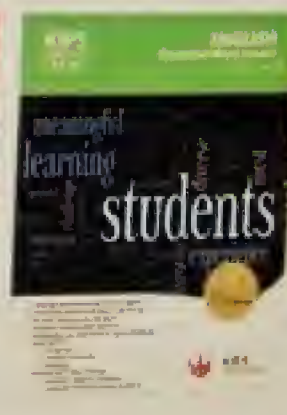
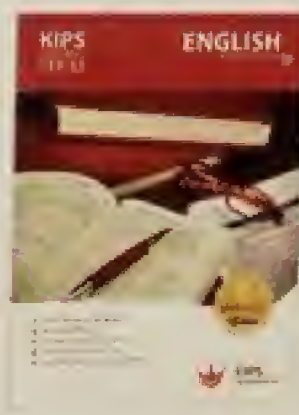
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